

THE
DEAF
AMERICAN

Retiring Gallaudet College President:

DR. LEONARD M. ELSTAD (1945-1969)

THE NATIONAL MAGAZINE FOR ALL THE DEAF



May
1969

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The Editor's Page

On Dr. Leonard M. Elstad's Retirement

This month's cover story deals with Dr. Leonard M. Elstad's 24-year term as third president of Gallaudet College and his deeprooted interest in and understanding of the educational and related problems of the deaf. In addition to the main story, we are printing two letters which Dr. Elstad wrote back in 1948 which contain his realistic viewpoints on methodology. These letters were passed on to us by Roy B. Conkling, Sr., who had preserved them in his files relating to the historic fight to preserve the Ohio School for the Deaf in the 1940s.

Dr. Elstad, upon his retirement effective June 30, 1969, will continue to serve the deaf. He is already working on a project to raise funds to enable more foreign deaf students to attend Gallaudet College—working with Rotary International, in which he has long been very active.

Gallaudet College has had only three presidents so far and the tenure of each has been an era in itself—the Edward Miner Gallaudet Era, the Percival Hall Era and the Leonard M. Elstad Era. The Elstad Era has been the one of physical expansion, of accelerated enrollment and of acceditation.

Thanks, Dr. Elstad, for your long service and many contributions. Best wishes in your retirement. We know you will continue to serve the deaf in many ways.

Summer Conventions

We have tried to compile a comprehensive listing of 1969 conventions of organizations of the deaf and have made corrections as they have been called to our attention. Some state associations, unfortunately, have been remiss in keeping the National Association of the Deaf's Home Office informed as to convention arrangements.

THE DEAF AMERICAN publishes the convention listing as a service to Cooperating Member associations of the NAD and to DA readers. We would prefer that conventions be advertised more widely than they are at present—to bring in more revenue and to increase attendance at the conventions. And

arrangements should be publicized farther in advance to enable people to make their vacation plans. More about this later and we hope that once the conventions are over THE DEAF AMERICAN will receive stories and pictures dealing with convention activities, elections and association programs.

Cover Stories

Response to the DA's April cover story—the National Technical Institute for the Deaf Story—was gratifying. This month's cover features Dr. Leonard M. Elstad. For the June cover story, Robert L. Swain, Jr., our associate feature editor, is working on a "package" dealing with the deaf in the field of computer technology.

Cover stories in depth require several months to prepare. The material should be comprehensive. Scores of pictures should be available for a representative selection.

Working months ahead makes definite scheduling necessary. This explains why, of late, we have been unable to use some excellent pictures submitted for DA covers. Such pictures are still welcome. They can be used inside and quite often can be scheduled for covers eventually.

Best Wishes to USA World Games Contingent

A record number of athletes will represent the United States at the World Games for the Deaf at Belgrade, Yugoslavia, in August. The American Athletic Association of the Deaf has been hard at work with plans for the 1969 competition since the International Games closed in Washington, D. C., in 1965.

Selection of the athletes and fund-raising endeavors have involved thousands of hours of volunteer work on the part of AAAD officers and interested individuals. As we go to press, we hear that the monetary goal is within sight. Now Art Kruger and others are making last-minute arrangements for equipping the USA athletes and for assembling them for preliminary training before departure for Europe.

Best wishes. Bring home those medals, preferably the gold ones!

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A Quarter Century At Gallaudet College

By EUGENE W. PETERSEN, Feature Editor

Leonard M. Elstad, third president of Gallaudet College, stepped off a streetcar at the corner of Florida Avenue, N.E., and Seventh Street in the fall of 1922 and first viewed the scene which was to become so important in his life. It bore little resemblance to the campus, which 47 years later, he is leaving in the care of his successor, Dr. Edward C. Merrill. But to young Elstad, who had started his teaching career in a one-room rural schoolhouse in North Dakota, it presented an imposing spectacle.

Young Elstad knew little about the disability of deafness at that time. In fact, he had never met a deaf person until he became interested in taking the training course at Gallaudet College while he was a senior at St. Olaf College in Northfield, Minnesota. But Elstad was interested in people and teaching, and the challenge appealed to him. His enthusiasm was contagious: "I was royally received from the first, and I've enjoyed it ever since."

In the intervening years, Dr. Elstad's life has been filled with deaf people and he has become one of the world's foremost authorities on deafness; but he never forgets his own initiation and likes to emphasize that the greatest handicap facing the deaf in the United States is the lack of knowledge the two hundred million hearing people have regarding their two hundred thousand deaf neighbors. He has devoted a large portion of what should have been his leisure time to dispelling the ignorance that surrounds the handicap; and he speaks from the perspective of one who knows the deaf, not just in a professional capacity, but socially—as one who enjoys their company as an equal among equals. And that, in a way, also sums up his educational philosophy, which holds there is more to a college education than the book learning connected with it:

"Actually, the main objective at Gallaudet should be to prepare our students for the best entrance they can make into the after college world of living."

Leadership is an integral part of this preparation, and Dr. Elstad appreciates the importance of cultivating this quality. He recalls his own troubles with the language of signs:

"One incident comes to mind. I was given a chapel assignment to lead devotions on Thursday mornings. Very often the students would pat me on the back on the way out of chapel and make the sign fix for 'comfort,' which is moving the hands together in a comforting way; but the trouble was that I moved my hands too fast, and the action became the sign for 'washing your hands.'"

The memory of the ripple of laughter that swept the chapel then, and after other manual spoonerisms, now makes it easy

for novices to talk to President Elstad in the language of signs: He understands their trepidation.

Elstad remained at Gallaudet as an instructor in English and history for three years—long enough to firm his desire to teach the deaf and long enough to set his sights on something even more interesting: another teacher, comely Margaret Elizabeth Wafter, who on June 16, 1924, was to become his wife and inspiration down through the years.

In his third year at Gallaudet, Elstad was placed in charge of the Kendall School, which is a laboratory school for teacher training. This gave him his first contact with young deaf children. That spring Elstad went to New York to look for teachers and visited a private school for the deaf, the Wright Oral School, from which, a month later, came an offer to become assistant to the principal. "This promised to pay a thousand dollars more than I was getting at Gallaudet and helped convince my wife that she should stop teaching so that we could raise a family." During the first year there, the principal of the school decided to drop out of the education of the deaf and practice law. He recommended Elstad for his former position.

Dr. Elstad now says, "I have always been grateful that I had these seven years at this exclusive oral school, because it gave me an opportunity to know about the oral way of training deaf children through actual experience. I learned to know the values of it, and I also learned to know the weaknesses in it. I have always been sorry that more educators of the deaf could not have similar experience. Too often they have been in schools where only the other means of communi-

cation are used. The best school, in my opinion, is the one that isn't wedded to any one means of communication but is wedded to the idea that the deaf child needs knowledge, and to get it to him the best and fastest way possible is the thing to do."

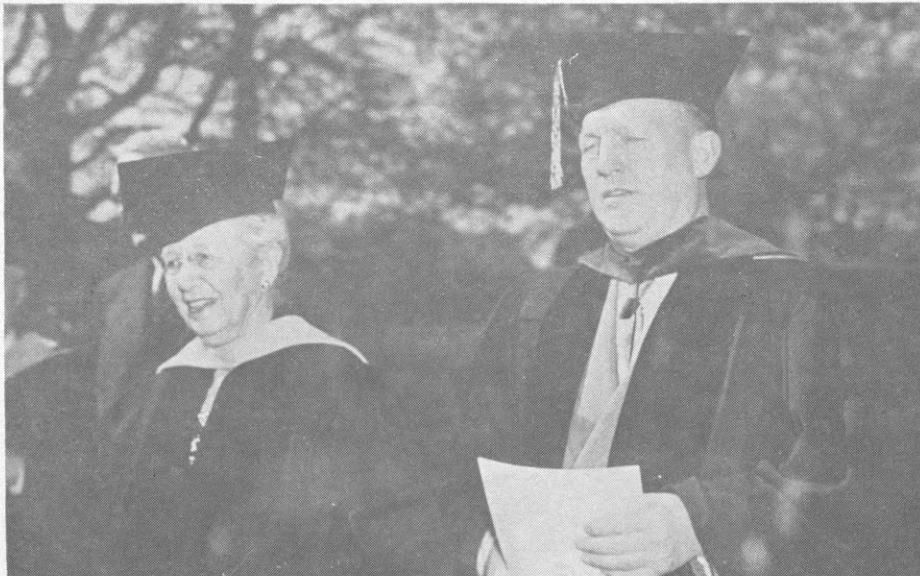
Dr. Elstad served as director of the Wright Oral School until 1932, when an opportunity to return to Minnesota as superintendent of the Minnesota School for the Deaf at Faribault proved irresistible. The Minnesota school was a delightful place in which to work and live and the Elstads enjoyed their 13 years there. It also gave Dr. Elstad a priceless opportunity to know many deaf people, first as small children at the Minnesota school, then as students at Gallaudet and later as friends and colleagues.

A part of his responsibility included field work and during the summer months Dr. Elstad traveled the whole state to interview parents of little deaf children to persuade them they should send their children to the state school for the deaf. One such trip to northern Minnesota located a lad, a "stubborn little fellow" who subsequently gave Dr. Elstad more than his share of trouble:

"All through his years at the Minnesota school he was in my hair in more ways than one. Whenever there was trouble, he was in the middle of it. He finally graduated—because he was a good student and could do anything he wanted to do academically—took the entrance examinations for Gallaudet College and enrolled as a student there. It was my good fortune to come from Minnesota to Gallaudet College as president about the same time; so I had him in my hair again." The young man went on to become assist-



KENDALL GREEN IN 1947—This is the way the Gallaudet College campus looked when Dr. Leonard M. Elstad assumed the presidency.



DEAN AND PRESIDENT—The late Dr. Elizabeth Peet, longtime Gallaudet College dean of women, posed for this picture with Dr. Leonard M. Elstad during his early days as president of the college.

ant to the dean of students. Dr. Elstad says, "We often reminisce on these matters when we see one another. He reminds me that students can't do anything that he can't check on because he has been guilty himself at one time or another of practically everything they might think of doing."

During Dr. Elstad's tenure as superintendent of the Minnesota School for the Deaf, the school set unmatched records for the percentage of students who went on to Gallaudet. Dr. Elstad finds his greatest satisfaction in watching the progress of these one-time students who are now his friends—and, occasionally, thorns. In a mellow, semiautobiographical talk to the Literary Society in March 1968, Dr. Elstad humorously observed there were times when he half wished he hadn't been so zealous:

"I recall one farm family in southern Minnesota. The father was a well-educated man himself and wanted the best education he could get for his deaf daughter . . . He didn't want to listen to me. 'I don't like your school,' he said. I replied, 'That's too bad, because you are paying for it with your tax dollar.' . . . This didn't impress him at all. At one time when I visited him he was running a binder drawn by four horses. He claimed he was too busy to talk to me. But I followed his binder all the way around a large wheat field. He stopped occasionally to rest the horses, and that gave me a chance to get in a few words. But then he would start out again, and so would I. At last he saw that I wasn't going to give up; so he did and we talked. Almost a year later he decided to move his daughter to my school (and his school) in Faribault.

"His daughter was a very good student. She graduated from the Minnesota School for the Deaf and successfully took the entrance examinations for Gallaudet College. She came to Gallaudet, did very well in her four years at the college, graduating with honors. She married a

young man in Akron, Ohio. She and her husband had one daughter, who is hard of hearing and is now in Gallaudet College. She is not as bright as her mother, but is more active than her mother was while a student in college; in fact, she is too active. She is currently a leader in criticisms affecting the college. She is editor of the *Buff and Blue*, the college newspaper; her editorials are rather vitriolic and usually not based on facts. We are trying to impress upon her the importance of getting the facts before she writes her editorials. I think by the end of the year she may have things under better control, but sometimes I regret that I followed her grandfather around the wheat field in Minnesota as many times as I did."

When Dr. and Mrs. Elstad returned to Gallaudet in 1945, they found the campus little changed. He remembers: "There were 156 students at the college then and a staff of some 30 instructors and professors. This was a very comfortable group with which to work. Our faculty meetings were informal, and we would discuss almost anything that took place in the college. It was a very warm, friendly relationship."

Chapel Hall, now a National Landmark, still stands in a cluster of venerable buildings at the foot of the new campus; but Dr. Merrill, fourth president, will take over an ultra-modern, 18-million dollar facility serving the needs of 961 students while preserving the "warm, friendly relationship" of the past and a vision of the future that contemplates a doubling of the present enrollment by 1985. But more important, by far, than physical plant is the increased prestige of the college and the accomplishments of the alumni.

One of Dr. Elstad's first concerns, which he shared with alumni and educators of the deaf across the nation, was accreditation. Application was made with the Middle States Association of Colleges and Secondary Schools and the first examination was made by this group in 1947. Gal-

laudet failed to gain accreditation then, but did receive a blueprint for progress from those who made the survey, outlining what the college would have to do to gain approval. Another attempt was made five years later in 1952. (There has to be a time lapse of five years between evaluations.) This time, Gallaudet fared better, but certain deficiencies again denied it accreditation. In 1957, the long-sought goal was finally reached.

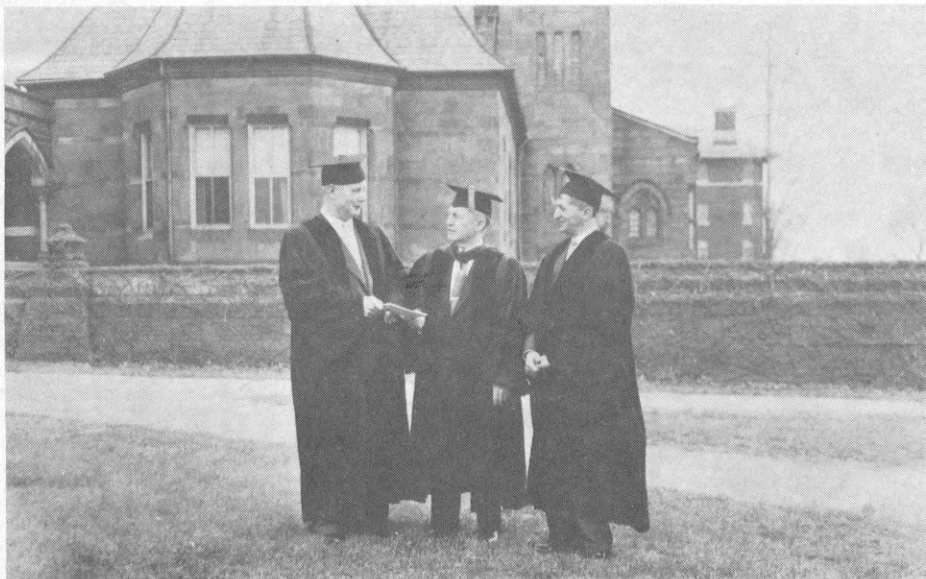
Accreditation spurred interest in the college. Schools which had not previously looked on Gallaudet with favor began recommending their graduates for admission. Also, more graduates from state schools for the deaf and from hearing high schools and parochial schools began applying for admission along with more transfer students who had tried but not succeeded as deaf students in hearing colleges.

Concurrently, a construction program designed to replace aging buildings and provide modern facilities to accommodate increased enrollments was initiated. Ground was broken for a new library in 1956, signaling a transformation of the campus that still is going on. (The extent of this building program can be appreciated by studying the accompanying chart and photographs.)

The inevitable growing pains associated with the increase in enrollment required not only administrative ability but a continuing program of public relations. Dr. Elstad has been an indefatigable public speaker, pleading the cause of the college before Congressmen, service clubs, professional groups, educators, alumni and the general public, locally, nationally and internationally. Dr. Elstad, although able to use the language of signs and the simultaneous method fluently, prefers to speak orally when addressing mixed groups. And when he uses an interpreter, it is usually Dr. Elizabeth Benson, said to be the only one able to keep up with his rapid-fire, extemporaneous delivery. Dr. Elstad not only pleads the cause of



Dr. and Mrs. Leonard M. Elstad during the early days of his administration at Gallaudet College.



KENDALL CENTENNIAL—In this picture taken at the 1957 Gallaudet College commencement, when the centennial of Kendall School was also observed, Dr. Leonard M. Elstad posed with two recipients of honorary doctor of human letters degrees—Dr. Eric S. Greenaway, noted English educator of the deaf (left), and Dr. David M. Peikoff, then of Canada.

Gallaudet, he pleads for understanding of the deaf in general, mixing eloquence, humor and a profound, empirical understanding of the handicap to leave listeners informed and inspired.

Dr. Elstad is an active member of every major professional body in the area of the deaf; he was editor of the **American Annals of the Deaf** from 1945 to 1948 and associate editor from 1948 to 1956. He has also been active in civic clubs and organizations, including Rotary International, Boy Scouts of America, National Press Club, Cosmos Club, University Club, Washington Board of Trade, the Literary Society, Episcopal Church, the American Cancer Society and the American Red Cross. Yet, it is safe to say he has taken as much or more interest in organizations of the deaf, themselves. He has long been one of the National Association of the Deaf's staunchest supporters and is doing yeoman work in building up the Junior NAD. He constantly plugs THE DEAF AMERICAN and is one of deaf sports' strongest boosters. When the International Games for the Deaf were held in Washington, D.C., in 1965, Dr. Elstad persuaded Gallaudet's Board of Directors to offer free room and board for all the foreign competitors. It had been estimated there would be 400 such competitors at the most, but 700 came. The Board of Directors, being very generous (or very impressed) made up the deficit, and Dr. Elstad says, "I don't think we could have purchased that type of international goodwill at any cost."

Discussing the Games in his talk to the Literary Society, Dr. Elstad said:

"What impressed me most was that this entire operation, which had been in the planning stage for three or four years, was conducted wholly by the deaf themselves. Many of the leaders in promoting this terrific international project were graduates of Gallaudet College. The climax of the entire program was a banquet

held at the Sheraton Park Hotel. Twenty-seven hundred deaf persons sat down to dinner. At the Shoreham Hotel across the street there were 1400 more. Forty-one hundred deaf people at \$15.00 a plate, attending a banquet! There were only about 12 hearing persons at the head tables, mostly members of our Board of Directors. As I sat at the head table and looked to the right and left of me at both head tables—there were two, one raised and one lowered—I couldn't help but marvel at how far some of these deaf persons had come. Many of them had started out with me at the Minnesota School for the Deaf when they were five, six and seven years of age and here they were taking charge and putting over in a big way the biggest International Games for the Deaf ever held. I got such a thrill that night that, for once, I was speechless. I was overcome with pride and thankfulness that I lived in a country where a deaf person could

The Gallaudet Building Program

A construction program designed to replace aging Gallaudet College buildings and provide modern facilities to accommodate increased enrollments was initiated in 1956 and still is going on. Important projects include:

Year	Cost (In thousands)
1952 Guidance and Counseling Center	\$ 130
1956 College Library	432
1956 Physical Activities-Heating Plant	1,525
1957 Women's Residence Hall	700
1958 Classroom-Laboratory Building	2,508
1959 Hearing and Speech Center	804
1959 Student Union Building	979
1959 Men's Residence Hall (Ely)	656
1961 Maintenance Building	81
1962 Kendall School	1,642
1963 Auditorium	863
1963 Field House	80
1965 Krug and Cogswell Dormitories	2,877
1966 Arts Building	873
1969 Third Dormitory	1,703
1969 Fourth Dormitory	212
1970 Health Center	85
1970 Library Addition	65
Athletic Fields and Stands	211
Grounds	778
Major Repairs and Renovations	923
Landscaping	50
Consultant Building Program	26
Utilities, Campus Wide	250
Total	\$18,453

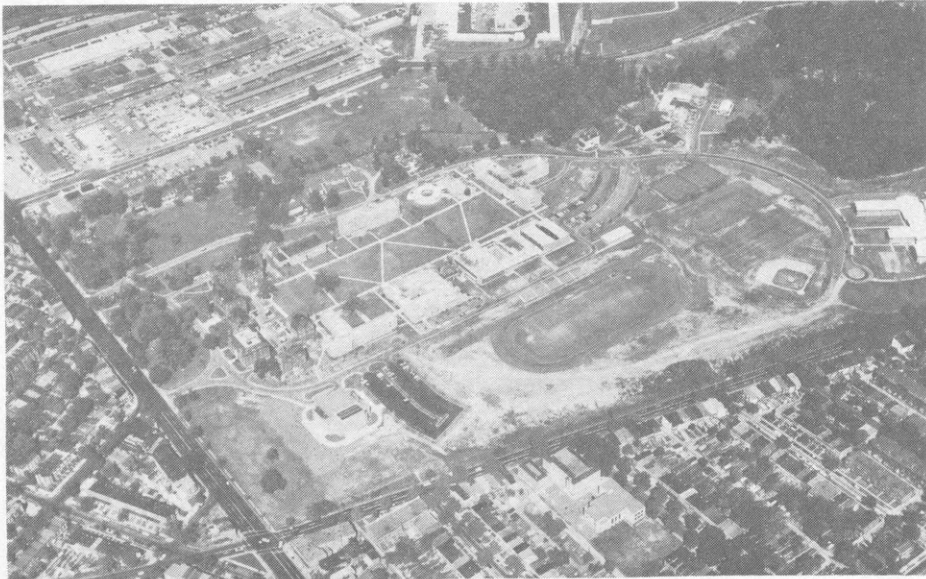
(Note—Dates are for initiation of projects. In some cases, completion was in phases; in others it is still pending.)

receive a higher education and could conduct himself in a project of this kind with ease and effectiveness that no group of hearing persons could have improved upon. There were 27 speakers that night who made short presentations in the sign language of the country from which they came. There was a translation in the sign language from each of the nations, including Russia, Yugoslavia, China, Japan, Norway, Sweden, Denmark—27 nations—and this was translated again to the audience by interpreters standing on raised platforms all over the dining room so that all 2700 understood what was spoken during the presentations.

"That night I again thanked the Good Lord for the privilege of working with deaf youth, to grow old with deaf youth, if you please. It is difficult to really grow old when you are with people of this stature. They so often put me to shame. When I am inclined to quarrel



COLLEGE HALL DAYS—This picture shows Dr. Leonard M. Elstad at his old office in College Hall shortly before he moved to new quarters in the Hall Memorial Building.



HEIGHT OF EXPANSION—This is an aerial view of the Gallaudet College campus made in June 1963, at which time the expansion program was at its height.

with myself over the things that I have to do as an administrator, I just have to think of what they have had to do as deaf children and as growing deaf students, and then as deaf citizens out in the hearing world that we talk so much about. If anyone has a tendency to feel sorry for the deaf, I would ask them to stop, and, instead, glory with them in the joy they get in taking their part in our world and their world."

The years ahead promise to be the most exciting and rewarding in the history of the education of the deaf. Gallaudet now has a "rival," in the National Technical Institute for the Deaf; regional junior college and technical programs for the deaf are taking shape around the country, the ages-old controversy over methods shows signs of being laid to rest and deaf people are finding places in occupations and at levels never dreamed possible before. All this gives Dr. Leonard M. Elstad abiding satisfaction. He may now be able to relax, as an interested spectator, while the drama he helped plot unfolds on the magnificent stage his vision helped bring to the deaf; but no one imagines he will ever stop working for the deaf. Even as he prepares to turn over his duties to Dr. Merrill, Dr. Elstad is working on a plan to solicit \$1 from each member of Rotary International to bring foreign students to Gallaudet.

Biographical Sketch Leonard M. Elstad President, Gallaudet College

Born in Osseo, Wisconsin, February 8, 1899, Leonard M. Elstad is a graduate of St. Olaf College in Northfield, Minnesota (B.S., 1922), and of Gallaudet College (M.A., 1923), and holds an honorary L.L.D. from both institutions. After his graduation from St. Olaf, he came directly to Gallaudet College to take the training course for teachers of the deaf. He remained at the college as an instructor in English and history for one year, and the following year served as principal of the Kendall School for the Deaf, a division of the College. An opportunity to conduct a private school for the deaf took him to New York City and the Wright Oral School, in 1925, where he served as director until 1932. For the next 13 years (1932-1945) he held the position of superintendent of the Minnesota

School for the Deaf in Faribault. In 1945, he was appointed to the presidency of Gallaudet College.

President Elstad and his wife, the former Margaret Elizabeth Wafter, have two daughters: Mrs. Elizabeth Jane Mills, a lawyer in New York City, and Mrs. Margaret Jean Kless, a teacher at Woodrow Wilson High School in Washington, D. C. Dr. Elstad's father, the late Ole H. Elstad, was a Lutheran minister.

Dr. Elstad is a member of the following

professional organizations: Conference of Executives of American Schools for the Deaf; Convention of American Instructors of the Deaf (past president); Honorary Board of the Alexander Graham Bell Association for the Deaf; American Association of School Administrators; Council of Exceptional Children; National Education Association; Federal Schoolmen's Club (past president). He was a member of the International Congress for the Education of the Deaf held in Groningen, The Netherlands, in June 1950, and of the one held at the University of Manchester, England, in 1958. He was co-chairman of the World Congress held in Washington, D. C. (at Gallaudet College) in June 1963. In May 1964, he was invited to present a paper at a teachers convention in West Berlin; in October 1964, presented a paper at the invitation of the National Royal Institute for the Deaf at Blackpool, England; in October 1966, invited by the South African National Council for the Deaf to visit schools for the deaf throughout that country and to give two papers at the Conference held in Durban. He served as editor of the *American Annals of the Deaf* from 1945 to 1948, and as associate editor from 1948 to 1956.

Dr. Elstad has been active in the following clubs and organizations: Rotary International (District Governor, Minnesota, 1944-45); President, Washington Rotary Club, 1957-58; Boy Scouts of America (District Chairman, Council Commissioner; recipient of Silver Beaver and Silver Antelope); National Press Club, Cosmos Club; University Club, Washington Board of Trade, the Literary Society; Episcopal Church (Past Senior Warden, Epiphany Parish).

Dr. Elstad serves on the Boards of Directors of the following organizations: American Cancer Society, Washington, D. C.; American Red Cross, D. C. Chapter; Medical Service of Washington, D. C.

Recent awards include: Society for the Advancement of Management for "outstanding service in advancing management in university administration," June 3, 1965; Anne Sullivan Gold Medal for "contributions to the education of the deaf-blind," April 14, 1966.

Recollections Of An Editor

By ROY B. CONKLING, SR.

The year 1948 began with lowering clouds over the education of the deaf in Ohio. Some years previous, the legislature had appropriated \$5,000,000 (five million dollars) for a new Ohio School for the Deaf plant, and property in the north end of Columbus, formerly a golf course, had been purchased.

Construction of the new school plant was held up, in the expectation that the cost of materials and construction would fall to reasonable levels. But the inflation era was on and prices on everything kept on zooming. As the appropriation had lapsed due to time limits, the Legislature had to reappropriate funds and increase the amount necessary.

At the time the Ohio School for the Deaf was in the Special Education Division branch of the Ohio Board of Education, and the head of the division was very hostile to the state school for the deaf. She tried to have the state school plan abandoned and force all deaf children to attend public schools, day schools (oral), special classes in the public schools and under special instructors, suggesting, also, boarding houses for pupils who had to come far from home to attend these schools and classes . . . all oral. The thought of the lady, Mrs. McIntire, was that the sign language should be abolished, along with the Ohio School for the Deaf. The opposition to constructing the new State School for the Deaf was backed and

urged by Mrs. McIntire in her official capacity.

The Ohio Association of the Deaf along with the Alumni Association, and organized clubs of the deaf, worked together to save the school, with the assistance of the real friends of education and, friends of the deaf, won out.

Dr. Edward R. Abernathy, then superintendent of the Ohio School for the Deaf, fought valiantly and unceasingly for the relocation of the school and the building of its new plant. As the president of the Ohio Alumni Association in the 1930's and early 1940's, I worked alongside Dr. Abernathy and in the late 1940's he, with executive secretary James T. Flood of the alumni association, kept me informed on the state of affairs.

One of the national stalwarts who helped present the true status of education of the deaf during the fight waged against the Ohio School for the Deaf was Dr. Leonard M. Elstad, president of Gallaudet College. To him the deaf of Ohio and of the nation owe much in gratitude. He has always been for the most thorough education for all the deaf, and on the highest possible plane. Below we are presenting some samples of his lifelong work and efforts in behalf of the nation's deaf. What he presented in the 1940's, the true story in factual form, as regards the education of the deaf, is as true today as it was two decades ago.

GALLAUDET COLLEGE

April 13, 1948

Dr. Louis DiCarlo, Educational Director
Conservation of Hearing Center
Syracuse University
Syracuse, New York

Dear Dr. DiCarlo:

You received some very fine publicity for your clinic in the **Washington Post**, Sunday, April 11. This was in the magazine section and I presume you have already seen it. I suppose it is impossible to get as much publicity as this without inaccuracies creeping into the script. I am sorry that these inaccuracies are present in this writeup also. It does not do the deaf, as a group, any service. In fact, it does them a disservice.

The title of this article is "Aid for Deaf Children." The next line reads, "The Syracuse program gives new hope to the hard of hearing." Much of the story has to do with the hard of hearing. Occasionally the reader does not know which group is being discussed. As you know, there is quite a difference between the education of the hard of hearing child and the deaf child. In fact, you are quoted in the article as follows: "'The deaf child,' says earnest Prof. DiCarlo, 'is taken care of; the hard of hearing child takes a beating.'" I think that statement is correct. The hard of hearing child in most instances should not be with deaf children, but very often there is no other place for him. If day schools throughout the country would concentrate on the hard of hearing child, they would perform a real service, one which they can carry on with comparative ease. The education of the deaf child is more of a problem.

The statement made in this article, and I quote, "exiling children with defective hearing to special schools where they grow up with the feeling they are outcasts, and where they are sometimes taught a monstrous sign language," is rather an alarming one. When you refer to children with defective hearing you include the deaf child, too. Evidently your "directors" are not acquainted with schools for the deaf as such. I wonder just how many of them have ever set foot in a residential school for the deaf. I wonder what your experience has been in connection with residential schools for the deaf. Have you ever visited for a day, or two days, or for a week in such a school? Have you ever taught in such a school? Unless persons have actually lived and taught in such schools, such sweeping statements are subject to question. Do the deaf as a class of self-supporting citizens truly react as outcasts? Do we still pay off on results or on theories? Do the deaf in any nation of the world stand on their own as they do here? A little study will reveal that they do not. Why? You know the answer. Education!

If you study the January issues of the **American Annals of the Deaf**, of which I am editor, you will find some interesting data on the teaching of speech

in schools for the deaf. The 1943 January issue, which is just about off the press (unfortunately, it has been delayed due to printing difficulties), will give you up-to-date figures on this. The 1947 statistics revealed that there were 65 public residential schools for the deaf in the country. Most of these are the so-called "combined" schools. There were 12,400 deaf children enrolled in these schools. There were 119 public day schools listed with 4,300 children enrolled. There were 9,737 children taught speech in the 65 public residential schools, and 4,238 in the day schools were taught speech. I would be happy to promote, and would welcome, an experiment that would select 25 pupils of any age from a public residential school using the so-called "combined" method and that would also select 25 pupils from any day school. I would insist that audiograms be available for each of the children and the age of the onset of deafness would have to be the same for all. The audiograms also would have to be similar. I maintain that a layman could listen to recorded speech from individuals in either group and be unable to tell which pupils had been trained in the residential "combined" school for the deaf and which in the day school for the deaf. Also, I would be willing to grant this concession: that you could choose the best-known day school in the country and the least-known residential school in the country. I would be willing to gamble that there still would be no difference.

Speech and lipreading are used in every school for the deaf in the country today. Signs are not **taught** in any school for the deaf in the country today. That type of publicity is never mentioned. There must always be **spectacular** statements that this unit or that unit has something unusual. It does not help parents of deaf children, who are anxious for encouraging information, and it certainly does not help the schools for the deaf. We do not need spectacular statements and spectacular claims. We have some fundamental groundwork to do, and the more we get at this work the sooner the results will increase in quality.

It is interesting that these pictures of your clinic could be duplicated in practically any city in the United States today. Your clinic may be unique for the adult hard of hearing, but your pictures of the children are pictures which would be duplicated in most any vital educational system today. In our Kendall School we have a preschool class of 10 children. The children are all around three years of age. They come in with their parents each morning at 10 o'clock and they go home at 12 o'clock. They have a hearing unit just as you have with charts just as you have. There is no difference. Our children are tested in the Public School Health Department of the city. Those who have a large amount of residual hearing go into the classes for the hard of hearing in the city schools, and those who are too deaf to be in these classes come to our Kendall School. Our teacher train-

ing class spent last Wednesday using the same audiometer you illustrate in your picture in testing the children in the neighborhood public school for hearing children. That is a regular procedure in Washington schools. There are 90,000 children here and they are not all tested yearly as your 30,000 are, but there are definite efforts being made at the present time which will lead to that end. It is certainly fine that you are able to make these tests each year. That should be true of all the school systems of the cities in the United States. That type of publicity is good.

It has always been an interesting thing to me that those who worry so much about the "monstrous sign language" have difficulty when they meet their purely oral students later on in life. If school results are so perfect, why is the adult pushed aside so often? Practically all deaf adults use the sign language, and I am not referring only to graduates of residential schools but to most all deaf persons. Why is this so? Is it wrong? Why did 5,000 deaf people attend a **national** basketball tournament of clubs for the deaf in Philadelphia this past weekend? If it were possible to stamp out the sign language entirely these 5,000 deaf persons would never have gathered in Philadelphia. Most of the young men who play on these teams would not have been on any basketball teams because in the day schools they would have attended they would have been such a small part of a large hearing group that they would not have had an opportunity to get on the teams. They would have been on the sidelines silently cheering their hearing friends. Basketball would **not have been for them** but for hearing people. The day schools they would have attended would not have had enough deaf children enrolled to form teams capable of any competition whatsoever. So they would never have had the pleasure and the thrill of playing on a school team, and without practice in school they would not have been able to play on adult teams. Without special schools for the deaf, the deaf as a group would be deprived of athletic competition, which, in this busy world today, is a very important thing. So these 5,000 deaf persons who went to Philadelphia went there to cheer their teams on, and they came from all parts of the country. These deaf people conducted their own tournament and paid their own bills. There was no deficit. There was a profit, and I mean more than financial profit. It is true that the sign language was used on the floor and in the crowd. Who are we to say that they are not entitled to a ready means of communication, even though it is the "monstrous sign language"? What is to be substituted for this "monstrous sign language"? You do assume that **all** can be adept at lipreading and in speaking well.

You might ask where I got my experience to justify such a statement. The Wright Oral School in New York City,

which is one of the most rigid in this matter, was my school for six years. I leased it from Mr. Wright, the owner, and conducted it from 1925 to 1932. I charged each parent \$1,500 to keep his child from learning to use the sign language. Today my former students come to Washington to visit me occasionally. Their speech is just as poor as the speech of my students here. They know the sign language and can use it. They use some speech with people who can understand them. This morning two boys have been in my office. Not a sign was necessary on their part to make me understand what they wanted. One is a graduate of the Texas School for the Deaf. He talked to me about next year's issue of the senior annual. The other came in to talk about a trip his baseball team is taking this morning. He is manager of this team. They both spoke to me and I understood them very well. They are both products of state residential schools. Their speech is just as good, if not better, than that of my former pupils at the Wright Oral School. Yes, I have had experience in both camps, and when I make these statements they are based on experience and not on what I have heard or what I have read. I do think our educators of the deaf are wrong in that they are not more articulate in supporting these facts. Those who write the books and get the publicity are those who are new to the field and who base their statements on what they have read and the little they have seen. Usually they have carefully chosen what they have seen. Because the others have not written much about the actual facts, the only reading material available is one-sided. Perhaps they are too busy doing the job to write about it or seek publicity concerning it.

"Educators in Syracuse know by experience that a child who cannot hear well, and thus cannot speak well, can be brought up at home, attend public schools with his own age group, and at the same time receive special training to enable him to grow up as normally as possible." These last three words are key words in this statement. You do not say how normal. You do not indicate whether that degree of normality will be sufficient to permit his inclusion in a hearing society. You do admit that full normality in this respect is impossible. You do not explain how you can instruct a thousand hearing folks to accept one poor speaker and poor lipreader in their daily doings. There is that problem, too, you see. A totally deaf child will never speak normally. We all know that. When he is in the society of a few friends they may accept him occasionally, but usually in the rapid exchange of ideas through speech today he soon finds himself "out of it" and hopelessly so. He, therefore, turns to his deaf friends and an easier, more sure means of communication. Is that "monstrous"? I would say the opposite. There is one other course for him to follow. He can draw into his own little shell and be a recluse. Many do that in preference

to learning the "monstrous signs" that have been so strongly condemned by so-called friends who do not know the meaning of desolation. The latter is actually "monstrous" and the majority of the deaf are wise enough to realize it.

I spoke at the Mid-town Supper Club in New York City about a year ago at their invitation. Mrs. Roosevelt recently spoke there. They are all good oralists. The stage was set. I stood in the right spot. I spoke deliberately. I repeated often. I watched their faces for their reactions and repeated when the apparent facial expression showed lack of understanding. At the end they said they understood almost all of it. I was all in and so were they. In the sign language they would have gotten all of it easily because I sign and speak at the same time. Most of their speakers go blithely along because they know nothing of the limitations. At the end very little has been understood, but the speaker goes away marveling at the wonders of lipreading. "Who" is fooling "who"? It is time for us to face facts and admit limitations. Yes—teach speech. Teach lipreading and more lipreading. But let us admit that there are limitations, and let us not handicap the less favored poor lipreader and poor speaker by condemning his "other" means of communication, by labeling it that "monstrous sign language." Was it not Dr. Pintner who bemoaned the fact that we often turn out "poor imitations of hearing persons"?

What is your opinion of a class for the deaf where Johnnie is 5, Mary is 8, James is 11, Jennie is 13 and George is just plain slow? One teacher faces this group and sighs. She should sigh. She faces an impossible situation. The children might as well stay home and have her teach them individually there instead of individually at school. There is no competition, no incentive and no school atmosphere. And yet this situation is being duplicated all over the United States today. Even where there are 20 to 50 children the grading is poor—doubling up is necessary. Contrast that to a well-graded residential school. Pupils are graded well and well taught. The better teachers teach in these schools, because a good teacher wants a teaching situation that gives her a chance to use teaching procedures that are modern and workable. The disinterested teacher chooses this day class where she can work along without supervision and without standards to maintain.

There is a new idea abroad to glorify the day school. It provides funds with which to remove the child from his own home to a city where he will be in a boarding home while he attends school. These boarding homes board children for various reasons. The ideal one is because they love children and especially deaf children. One may be because they can use the fee. Another might be because they need a "sitter." Another could be that they can use the services of this child in other ways. The latter reasons are

all too common. The deaf child is a misfit in most homes and we know he is. At least he knows he is. What is so wonderful about the boarding home that makes it so superior to a well-conducted residential school? Residential schools are quite choice for many young people today who attend private schools. Our schools for the deaf often have finer equipment than these select schools. I know because I pay \$1,400 tuition to a select school for girls for my daughter, and our girls here have finer accommodations. It must come down to one thing, then—"monstrous sign language." Are we not getting a little off in our sense of value? Why work so hard to save the deaf child from an inevitable fate? He is going to sign, you know. I am not interested in the exceptions. You can name them and so can I. I am talking about the average deaf child. There will always be more of them. We advertise the exceptions and ignore the average. The opposite should be true because the exceptions prove nothing as far as positive results are concerned. The average child should be our problem. He is our problem. He always will be.

I have been in this work for 26 years now. I have been in both "camps." There are so few deaf children comparatively considered that we should work together in our efforts in their behalf. We must be realistic. It is so tempting to appeal to the uninformed layman. We tell him all the deaf needs is a hearing aid, lipreading and speech training and his problem is solved—and the layman believes it. But try to explain to him why he cannot understand the speech of a deaf child and he is confused. Didn't someone tell him they could learn all this easily? You do that very thing in your article. Our "special schools" do not send out graduates "with the feeling they are outcasts." They do send out graduates who can earn their own living and do earn their own living. They do send out most of the students who go to college for advanced study. Do you know that 12 per cent of our college graduates go on and do graduate work in the universities for the hearing? They are accepted and do fine work. Outcasts? Nay, say not so! Your layman may believe you, but those who know the situation will rightfully object. It is really dangerous to condemn what **exists** until that which **is to be** has actually produced. As far as I can see, what you are doing is being done all over the United States as far as children are concerned. It is accepted procedure. Do not be too eager to condemn. Next time write an authenticated story on The Oral Adult Deaf in Society. Stress their joys and their sorrows. I am, of course, referring to the deaf—not hard of hearing. They are not the same. I am enclosing a booklet, "The American Deaf," which tells a story that should be repeated with pictures in every tabloid in the country. It is a true story of actual conditions.

Now this could all be brushed aside with the simple statement, "I am not

talking about the deaf. I am talking about the hard of hearing." Your title is, "Aid for Deaf Children." That includes all the deaf, and most schools have all types. The hard of hearing child is a special problem, but while building him up we must not let down the deaf child.

I suggest that you spend some time visiting your fine schools for the deaf in New York. Make some real tieups with the school at Rome, the Rochester School, the Lexington School in New York City, the school at White Plains and also the St. Joseph's School in New York City to say nothing of the St. Mary's School in Buffalo. The Lexington School for the Deaf is a so-called "oral" residential school. The only difference is that in the Lexington School they do not publicly sanction the use of signs and fingerspelling on the campus. I think you will find, however, that most of the children use them secretly. The Rochester School stresses the manual method, but it also stresses speech. It is the only school of its kind in the country and its results are very good. They are all worth real study. In fact, the first requisite of any study is to know what is already being done in the field.

You will be interested in the fact that we accepted nine students at Gallaudet College this year who were graduates of high schools for hearing students. These all presented diplomas from the high schools. We have a ruling that we can accept these high school graduates without special examination. However, when they arrive here we give them a test. If they do well on this test we place them immediately in the freshman class. If they do not do well, we place them in the preparatory class, which is a class organized to bridge the gap between the course of study of the average school for the deaf and that in the college. Four of these high school graduates did very well and they were immediately put into the freshman class where they continue to do well. The other five were admitted to the preparatory class. None of them is doing outstanding work. They are just struggling along. One rated sixth grade level and will be dropped from the college at the end of the year. You should read the letters from her parents, who accept the blame for pushing her through public schools not adapted to this type of student. The four who were good students succeeded in spite of the schools. The others suffered along the way. Their speech is very poor and their lipreading ability is exceedingly poor. The other students from schools for the deaf, who were enrolled in the preparatory class in the fall, are getting along just as we expected them to. That is the reason we have this preparatory class. The students have come mostly from the residential schools for the deaf. Their training is sound. Their progress has been steady. There have been no special privileges given them.

We are getting more and more requests for places in the college from graduates

of day schools. A letter has just reached my desk as I dictate this letter from a department of education in a Middle Western state concerning a girl with an I. Q. of 132 who wants to go to college here. I quote from the letter:

"... lost her hearing from spinal meningitis in 1945. At that time she was living near Detroit, Michigan. She was in her first year of high school at that time. After this illness she and her parents returned to Indiana, their original home state ... came to Indianapolis to live with an aunt and attempted to go to a high school here. For several reasons, chiefly lack of home support, she could not properly adjust to her loss of hearing and to further attendance in public schools. In the fall of 1946 she came to me for rehabilitation assistance, with the goal of architectural drawing. However, it was not possible to get her to start the necessary preliminary work in mathematics that she lacked. Financial troubles was probably the reason she felt it necessary to work. It seems that she has received no help from her parents. It was not until last fall that ... again took interest in rehabilitation. At this time she was employed in a local RCA plant. She is still employed.

"She should have entered the Indiana School but was not able to see it that way. I have always thought that she was material for Gallaudet. This belief came from the psychological testing given her in the special education clinics at Indiana State Teachers College. A Stanford-Binet Form L test gave her an I.Q. rating of 132. Other tests gave her (in 1946 at the age of 16) achievement levels of an advanced college sophomore. With this in mind I talked to her about Gallaudet, showed her the Tower Clock for 1947 and tried to get her to visit the Indiana School. Finally she developed sufficient interest to want to take some tutoring in algebra and then attempt the entrance examinations."

What does this indicate? It indicates that these students have tried high schools for hearing students and have found life exceedingly difficult. It is an abnormal life for them. They are wholly dependent upon the good will of their hearing friends in the school, and we might as well admit that there is little kindness and charity in the high school student's heart. He is not interested in the handicapped student. Would it were otherwise, but it is not. After going through such a high school course these students are unwilling to accept four years of additional strain of a similar nature. The difficulty is that most of them have disliked their high school experience so much that their incentive to go on with their education has been killed. They certainly have not been encouraged.

The sooner we get over this idea and

accept the deaf child as he is, educating him according to his capabilities, the sooner we will be meeting our responsibilities to the deaf child.

Sincerely yours,
Leonard M. Elstad
President

* * *

GALLAUDET COLLEGE

May 10, 1948

Miss Jane Douglas
LOOK MAGAZINE
511 Fifth Avenue
New York 17, New York

Dear Miss Douglas:

I have your letter enclosing tear sheets of next week's issue of LOOK that has a story on "Deaf Children Hear for the First Time." The pictures are fine and worthy of LOOK, which specializes in the appeal to the eye. Incidentally, it is a fine ad for the hearing aid salesman. He will like it.

The story that goes with the pictures will be confusing to those who know and work with the deaf child. The lead line is confusing. A **deaf person** cannot hear. He is **deaf**. Hard of hearing persons can hear with varying degrees of success. Hearing aids are for them.

The secondary lead line has the same inference. "Twelve **deaf** children try their first hearing aids at party given by opera star Rise Stevens." If any of these children actually **heard** with understanding, they were not **deaf** but hard of hearing.

Now for a breakdown of the story, line for line. "Is hearing their first sounds a great shock to deaf children?" A better and more accurate question would have been: "Is the first perception of sound a great shock to partially deafened or hard of hearing children?" We usually associate understanding with hearing, and actually these children interpreted nothing of what they received through the ear if they were really deaf. They had a sensation which was new, different and interesting to some but uninteresting to others. The profoundly deaf may have gotten a "feel" of sound. That is all these and the totally deaf can get. Nothing more. If the nerve of hearing is dead, it is as useless as the dead nerve of sight is to the blind man.

Next we read, "The children had been carefully prepared for hearing—the biggest event in their lives. **Since the age of two**, they have been given special training at New York's Junior High School #47." The pictures indicate the children are about **six years old**. If they began their training at two years of age, they have been prepared over a period of four years. If this training has been really inclusive, the residual hearing has been trained also, either by aids (but the article states this is the first experience with hearing aids) or directly through the ear by speaking close to the ear. In four years' time such training would pro-

duce results if there were any hearing present. It is inconceivable in this day and age that preschool deaf or hard of hearing children would go to school for four years without trying out hearing aids. We have 12 in our preschool class ranging in age from three to five. All have daily exercises with the hearing aid.

The next statement, "They have been taught to speak normally although they cannot hear their own voices," represents an impossible condition. If the children are deaf, as the headline indicates, their speech is not normal now and never will be. Totally deaf persons cannot speak normally. Any devoted teacher of the deaf will admit this to be a fact. Even the hard of hearing have and will always have speech defects. If they cannot hear their own voices, as the article relates, they are so deaf that they will never speak normally.

"And they are experts in lipreading." This is a questionable statement. It is possible, but highly improbable. Deaf children at that age have a very limited vocabulary, and in a class as large as the one illustrated all will not be good lipreaders.

"As a result, the children have never been shut away in the abnormal world of the deaf, are not upset by new experiences." If these children are deaf in the true sense of the word, and that is what the headline indicates, they **are** shut away in the abnormal world of the deaf because the deaf and only the deaf know their side of the world. They are on the other side of the "iron curtain of deafness." We on this side can write about it, picture it and try to explain it, but we never know it unless we have lived it. These children are in **a class together**. That is true in all schools for the deaf, but it is not normal. If they were not abnormal, they would be in their regular school classes with hearing children, each in his own grade in his own school, which, of course, is impossible. These children have come from all over the city by bus, trolley, subway or car. Their abnormality makes this necessary. Do not misunderstand me. I know this is necessary. The only difference is that there are those in our profession who do not try to "write it out of experience." It is a fact and we accept it. The "abnormal" emphasis is unnecessary in our opinion. Why use the word at all? The deaf live a very normal life in this country. Have one of your staff writers contact representative deaf families. It could make an excellent story and give comfort to parents of deaf children.

These children may eventually do so well in this special class that they may go into classes with hearing children, but such cases are only too rare. Even in this new arrangement the deaf child, and even the hard of hearing child is still "shut away" and shut away so definitely that many deaf children who reach this goal and try it cannot stand the lonesomeness of it. The "iron curtain of deaf-

ness" is still there. Now, of course, the pictures would indicate that the hearing aid solves all the problems. That is why the hearing aid salesman will like the article. Unfortunately, most of these children, if they are deaf as your story indicates, will never be able to use hearing aids to advantage. Hearing aids are for those who have residual hearing, who have a nerve of hearing that is alive and is not functional because the avenue of approach to the nerve is obstructed.

Just another note on abnormality. Deafness is a serious handicap, more serious than most persons realize. Perhaps the biggest accompanying handicap is the hearing world. There are over 18,000 deaf and hard of hearing children in schools for the deaf in the United States. There are 145,000,000 people in the United States. These 18,000 must learn to face the 145,000,000, most of whom have never met a deaf person. The handicap of the unknowing world constitutes a daily stumbling block. All the publicity we get, therefore, must be basically sound so that deafness is understood as it actually is and not as it is often pictured to be.

"They accepted hearing aids as they would a new and interesting toy. Trying them on and learning how they worked was part of the fun of the party." This is certainly a true statement of fact and should be in the same paragraph with another statement used under one of the pictures, which reads: "Many of the children took off their hearing aids before the party ended." They did this for several reasons, the main one being that the thrill of the sensations they got soon became uninteresting. They were not hearing as we hear. They were experiencing sound perception without interpretation. It is the ability to interpret what we hear that makes what we hear interesting. It is true that some of those with substantial amounts of residual hearing might learn to interpret, but the rest of the story indicates little if any hearing that is usable.

Why have I gone to such lengths to criticize? There is only one reason. So much is written today on this question. LIFE had a story last week on a similar subject. The inaccuracies tend to stir up false hopes in the minds of parents of tiny deafened children. These parents grasp at every straw that suggests relief. The hearing aid is a wonderful invention, but it cannot perform miracles: It is a stimulated means of approach to the nerve of hearing. If the nerve is alive and active, a hearing aid can push the sound waves to that nerve. If we publicize it in that way we do the world a service; but when we make the hearing aid a "cure all" for the deaf as well as for the hard of hearing, we perpetrate a hoax on an unsuspecting and highly emotional group of parents who want help for the deaf child.

The pictures are grand. The public will love them. The story could be just as enlightening. Your letter to me uses the

term "hard of hearing," but I fail to find this term in the story. Do you get the idea?

It is interesting that the actual facts can make just as good a story—or can they? The following is one way the article could have been written and still have been a good story. I do not presume to be a writer, but how much less effective would the following be? The form of the present story has been followed.

Is hearing their first sounds through a mechanical hearing aid a great shock to the partially deaf or hard of hearing child? Apparently not, at least not to this gay group who received their first hearing aids and heard their first singing through these aids at a party given for them by Rise Stevens. There is a great amount of preliminary work necessary with such a class because they have been unable to gather together the enormous store of acquired knowledge hearing children just naturally acquire. Speech training has been necessary, the beginnings of lipreading have been initiated, and language study has been accentuated. Hearing without understanding is not thrilling, and so this preliminary work has had to be very intensive. These children speak quite naturally for those having only partial hearing. Perfect speech is impossible without perfect hearing. Lipreading is an art. Some acquire the ability easily and naturally. Others do not do as well.

Because of this preliminary study and concentration, these children are learning to adjust their lives to a hearing world. The fluency and intelligibility of their speech and lipreading excellence they achieve will play a large part in this major adjustment to a fast-moving hearing world. This intensive training enabled the children to accept these hearing aids as they would any other device used in their training.

But the children got their biggest thrill out of meeting friendly, vivacious Rise Stevens and listening to her sing. This was a new experience to them. They piled on the sofa and sprawled around her on the floor, completely at ease. Certain tunes appealed to them more than others. "Too-ra-lo-ra-loo-ral" had a swing to it they enjoyed. The children had seen Miss Stevens in her movie, "Going My Way." It was a thrill to see her in person and to listen to her sing.

The above tells the story. It does not encourage the impossible in the mind of the reader. When he has read the story and has seen the pictures, he sits back and thinks, "What a delightful experience for these children." He doesn't reflect, "Why don't all **deaf** children have hearing aids **now** so they can enjoy the same things we enjoy?" Your story encourages that line of thinking. To that we object.

Sincerely yours,
Leonard M. Elstad
President

Testimonial Dinner Honors Dr. Leonard M. Elstad

By BETTY BROECKER

A large group of alumni and friends of Gallaudet College gathered in the Student Union Building lounge on the campus the evening of April 11 to honor Dr. Leonard M. Elstad, retiring president of the college.

The event was a testimonial dinner sponsored by the Gallaudet College Alumni Association as a tribute to the man who has served as third president of Gallaudet College for 24 years.

Malcolm J. Norwood, of the class of 1949, was master of ceremonies. The Rev. Otto B. Berg, class of 1938, gave the invocation. Father Rudolph Gawlik served as interpreter.

Following a buffet style dinner, Mr. Norwood introduced those seated at the head table. They were Dr. and Mrs. Elstad; Mr. and Mrs. George E. Muth; Mr. and Mrs. Bjorn Egeli; Mr. and Mrs. Kenneth Mills; Mr. and Mrs. Philip Kless; and Dr. James N. Orman, president of the Gallaudet College Alumni Association. Mr. Muth is chairman of the Gallaudet College Board of Directors; Mr. Egeli is the painter of a portrait of Dr. Elstad that was commissioned by the GCAA; and Mrs. Mills and Mrs. Kless are Dr. and Mrs. Elstad's daughters.

Greetings were tendered to the audience by Mervin D. Garretson, class of 1947, executive director of the Council of Organizations Serving the Deaf; and Mrs. Barbara Stevens, Gallaudet class of 1963, representing the Kendall School Alumni Association. Mrs. Stevens presented a cash gift to Dr. Elstad on behalf of the Kendall School Alumni and remarked that the group felt especially close to Dr. Elstad because he had served as a principal of the Kendall School (1923-24), and had maintained an active interest in the school when he came to Gallaudet College as its third president.

The highlight of the evening came with greetings from Dr. Orman, as president of the GCAA. Dr. Orman said that he had "the pleasure and privilege of presenting to the board of directors of the college, a painted portrait commissioned by the association, of Dr. Leonard M. Elstad, third president of Gallaudet College, to be hung in the National Landmark (Chapel Hall) on our campus."

Dr. Elstad's two daughters—Mrs. Mills and Mrs. Kless—unveiled the full-color portrait of Dr. Elstad posing in black academic robes. The artist, Bjorn Egeli, is a native of Norway, as were Dr. Elstad's parents. During most of the sittings, the two discussed Norway; and Dr. Elstad was later to remark that he owed the alumni for the lessons in Norwegian that he had from Mr. Egeli while the latter painted his portrait.

The painting cost \$2,500. It was paid for with money from the Laurent Clerc

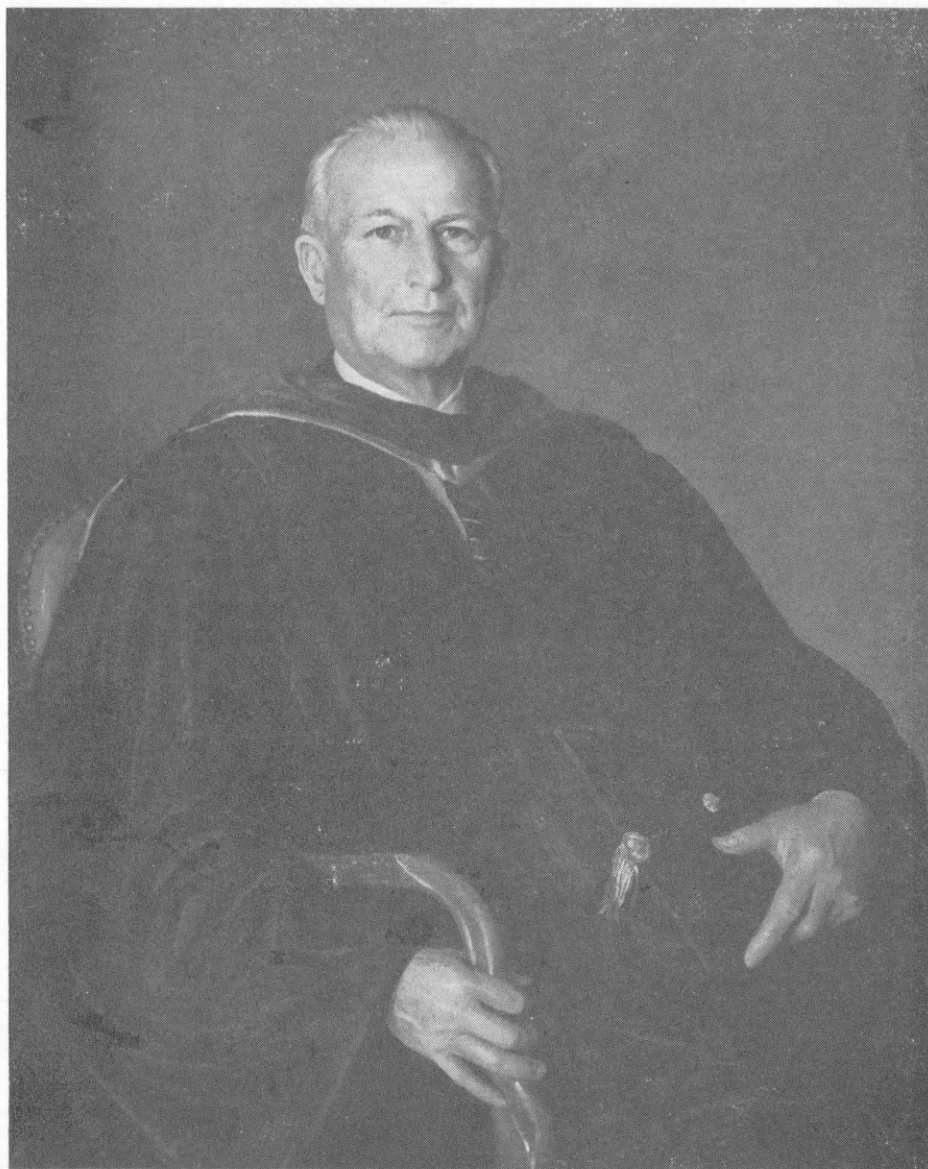
Cultural Fund, established at the close of the GCAA's Centennial Fund Drive on the occasion of Gallaudet College's 100th anniversary in 1964.

Mr. Muth, chairman of the college's board of directors, accepted the painting on behalf of the college. He remarked that he was delighted to have the painting to add to the many likenesses of distinguished personalities hanging in Chapel Hall.

Dr. Elstad was visibly moved as he took the floor to offer his thanks to the alumni for the beautiful portrait. He said: "How does one adequately respond to the action of the loyal alumni group that is responsible for this fine portrait? All I can say is that I am humbly grateful that a portrait of me is to be hung

on a wall in one of our buildings. It has been an honor and a privilege, and an invigorating experience, to be president of Gallaudet College. After passing through these halls of ivy for a period of 47 years, it may be even restful to look down the halls from the walls. No person can have the rich experiences I have had over these years and not feel a warm flow of appreciation."

However, the evening was not yet over for Dr. Elstad at that point, for Mr. Norwood announced that a beautiful young lady had something else to say to Dr. Elstad. The beautiful young lady turned out to be Ausma Smits Herbold, of the class of 1961, who told Dr. Elstad that as soon as the letters stopped coming in, he would be presented with a book full of



ELSTAD PORTRAIT—This portrait of Dr. Leonard M. Elstad, retiring president of Gallaudet College, now hangs in College Hall. It was executed by artist Bjorn Egeli, a native of Norway, and was unveiled on April 11 at a testimonial dinner.

letters from alumni of Gallaudet College, and friends of his from all over the world.

She had a few of the letters with her that she would like to read, she said. One was from a man to whom Dr. Elstad had loaned \$25 many years ago so the man would have a graduation suit. The loan had been repaid long ago, but the man still gratefully remembered the kindness of the loaner. Another letter came from former President Lyndon B. Johnson, who wrote in part: "As you prepare to step down as president of that great institution, you do so with the prideful knowledge that you have been a part of (a) heritage; a custodian of (a) tradition. You have preserved it. You have carried it forward."

Mrs. Herbold then read a letter which said: "I am most happy to join your countless admirers and friends in expressing my appreciation as you retire from the presidency of Gallaudet College. For nearly a quarter of a century you have served a remarkable institution and enhanced its reputation for achievement and excellence."

Mrs. Herbold asked Dr. Elstad if he could guess the identity of the writer. When he couldn't, she told him the letter was from President Richard M. Nixon.

In conclusion, Mrs. Herbold presented Dr. Elstad with a check for over \$2,000 from alumni and friends to help him start his "Rotary Dollars for Overseas Deaf" project—the undertaking which Dr. Elstad hopes will result in bringing better education to many deaf people in countries overseas and to which he expects to devote his retirement years.

RID Executive Director Honored

Albert T. Pimentel, executive director of the Registry of Interpreters for the Deaf, and a member of the Executive Board of the National Association of the Deaf, has been selected one of the "Outstanding Young Men of America" and his name will appear in the 1969 edition of **Outstanding Young Men of America**.

Outstanding Young Men of America is a project of the Outstanding Americans Foundation, a non-profit foundation honoring prominent young Americans. A board of advisory editors selects the young men to be included. The 1969 edition of the book is scheduled for publication in May.

Mr. Pimentel has been executive director of the RID since 1967. Prior to his present position, Mr. Pimentel was a school psychologist at the Tennessee School for the Deaf, and a lecturer in psychology at the University of Tennessee. He has also been an educational specialist at the Porterville, California, State Hospital and a teacher at the Louisiana State School for the Deaf.

He received his M.Ed. degree from Louisiana State University, and his B.A. degree from Gallaudet College, Washington, D.C.

Dr. Elstad's Legacy To Gallaudet Athletics

By BARRY STRASSLER

Dr. Leonard M. Elstad has always loved sports. As a child, he spread the sports pages on the floor to study the batting averages of professional baseball players, especially those on his favorite team, the old New York Giants. As superintendent of the now-disbanded Wright Oral School in New York City, he took his boys to Yankee Stadium to watch Babe Ruth in action. As a graduate (Normal) student of Gallaudet College, Elstad coached the baseball and girls basketball teams.

When Elstad returned to Gallaudet just after World War II, the Kendall Green athletic program was modest, consisting of teams in cross-country, basketball, wrestling and track. Dr. Elstad felt that Gallaudet College, as the only college of its kind in the world for the deaf, has an obligation to train students, meaning physical education majors, to become coaches in the schools for the deaf. With this in mind, Elstad has embarked, over the years, on an athletic expansion program that is today, the envy among colleges of Gallaudet's size or even larger. In addition to the incumbent sports, football was restored in 1947, soccer in 1958. Baseball, after two attempts, was firmly reestablished in 1965; ice hockey was born in 1966, and 1967 produced new golf and tennis teams. Swimming was introduced in 1958 but died due to lack of interest. Athletic officials approach Elstad and never cease expressing their amazement at the full Gallaudet athletic program run on a budget much less than the amount their colleges spend on a single sport—football.

Training coaches is not Dr. Elstad's only reason for the vast program. Sports is the medium giving students opportunities for competition and contacts with the people on the outside, luring friends to Gallaudet's side. Many employers reminisce about having played against Gallaudet during their college days, putting deaf graduates in good stead when seeking employment. Athletics is the force impelling many students to enroll at Gallaudet.

Misconceptions have a way of perpetuating themselves over the years, attesting to Gallaudet's inferiority in intercollegiate competition, blurring the purpose of sports on the campus. Athletic scholarships are impractical as regular scholarships being offered for all deaf students are generous enough as it is. There is no undue emphasis on victory "at all costs" at Gallaudet. Sports contribute an incidental role in the lives of each student-athlete, enabling him to participate in other equally important extracurricular activities such as fraternities, newspaper staff, student government offices, religious organizations, dramatics, recreational and educational clubs, cultural and social events. At the same time, he is able to carry a normal study load. This exposure to a full college life, in creating a well-rounded graduate is an advantage

not given to athletes on athletic scholarships at hearing colleges. These are the foundations for Elstad's resistance to proposals ranging from dropping football to building dormitories for athletes.

Elstad is proud of Gallaudet teams down the years, even though losses outnumber victories. In the years after World War II and the Korean War, Gallaudet's athletes were boys sent out and asked to perform men's errands as the opposing colleges were loaded with seasoned war veterans. Even today, many of Gallaudet's opponents are going big-time, increasing their athletic scholarships, leaving the Bisons behind. Nevertheless, Gallaudet has been able to produce strong teams, such as the wrestling heyday of the fifties, the 1966 championship baseball squad, the 1969 championship ice hockey team, and the winning 1962-63 basketball squad. The football teams have produced shocking upsets, twice snapping long winning streaks of two Eastern seaboard small college powerhouses. The other sports have produced individual conference champions. Many strong teams in schools for the deaf are coached by Gallaudet products. Gallaudet victories excite the campus, pulling the diverse elements of the administration, faculty and students together.

Even though none of Gallaudet athletes has made it with the pros, many athletes gained honors and recognition. Eddie Gobble played a few games for the Virginia Sailors, a farm affiliate of the Washington Redskins. Bill Zachariensen drew queries from the Baltimore Colts and the Montreal Alouettes. Al Van Nevel was approached by Chicago Zephyrs, now the Baltimore Bullets. Post-war slugger Oscar Shirley had nibbles from baseball scouts. Al Couthen was all-conference quarterback and conference broad jump champ two years running. Bob Corbett was the three-year conference titleholder in the discus. Jim Macfadden won four gold medals in the 1961 Finland games. Today Bill Gregory is beginning to get notices from pro hockey scouts. Coaches Clayton and Berg are nationally-known.

Elstad's proudest moment in athletics was the staging of the 1965 International Games in Washington, D.C. He was thrilled at the sight of 4000 deaf persons from 27 countries sitting down together for dinner, all sharing a common interest. This huge undertaking of good will underlies Elstad's belief in the value of higher education, embracing a well-rounded sports program. The athletes and students need one and Elstad wishes that some of the faculty would express more interest. Gallaudet should go all the way in upholding the American way of life. That is Dr. Leonard M. Elstad's philosophy towards athletics.

The Combined System, Oralism And The Young Deaf Child

By EUGENE D. MINDEL, M.D.

This paper represents a brief discussion of the appropriateness of oralism to its avowed goals in the education of the young deaf child. It also undertakes a comparison of some aspects of the oral only and the combined methods as to rationale and realistic accomplishment.

The combined method is defined as the use of oral techniques as one part of a much more comprehensive educational system for deaf children employing also the language of signs and fingerspelling and any additional techniques thought useful by the teacher to convey unambiguous meaning to the deaf child. By using the combined system, a child can be provided with basic language information not possible with a system utilizing oral techniques only.

The acquisition of language is possible because human beings biologically are programmed to develop complex language forms. We are capable of combining sound symbols with registered and retained perceptions of our environment.

Eugene D. Mindel, M.D., Psychosomatic and Psychiatric Institute of Michael Reese Hospital, 2959 South Ellis, Chicago, Illinois 60616. Paper presented to the annual meeting of the Illinois Teachers of the Hearing Impaired, Pick-Congress Hotel, Chicago, Illinois, March 21, 1969.

This latter capacity, unfolds in a regular and now describable manner as has been so masterfully outlined by Eric Lenneberg (1967). Much of the theoretical foundation for our work with deaf children has been derived from this outstanding systematic discussion of language development.

Language development correlates with identifiable brain changes. If at the age of two, a child runs toward his ball and his mother says, "Bobby is running after the ball," the child might extract and repeat "Bobby ball" or "Bobby run." Only later, when the brain has undergone significant further maturation can the child learn to communicate whole sentences in a conventional manner.

If the deaf child is exposed to a similar situation, he too will run toward the ball, and the ball will become a meaningful part of his life, but he will not be able to include words as significant part of this act. The deaf child's parent is typically instructed to encourage the child to look at the face and to watch the mother "mouth" what the hearing child would hear and copy without the necessity of observing the parent's mouth. Those who offer such instruction to the parents of young deaf children seem unmindful of characteristic play-learning patterns of young children.

The capacity of a two- or three-year-old child to attend to specific learning tasks is limited. Characteristically, the child will dip into an area of interest and after

extracting from it what is meaningful to him, he will lose interest and seek a new interest. Of course, the act of just moving from one place to another consumes much of the young child's overt functioning. Impediments to this action stir impatience and anger in the child. The mother assigned the task of drawing the child's attention to her face to "see" a word related to what he is doing must impose herself upon this natural framework. The child's resulting annoyance or anger is a frequently occurring, but often unheeded product. Ordinarily, this should be taken as a sign that the parent or teacher has failed to match their language offering to the child's momentary interest or capacity; however, to some it signifies "willfulness" in the child. Hence, with the sounding of some appropriate axiom about how to deal with such children, some teachers and parents proceed on undaunted.

To a young deaf child, the speech read stimulus always has built-in ambiguity. At best 40 to 60 percent of what is said is sufficiently visible or unambiguous to be understood. Such ambiguity intensifies the frustration already deriving from the unnatural manner in which deaf children are forced to try to learn language. A very basic problem in adding the mother as an active member of a teaching team utilizing this method is the way in which it introduces unrelenting frustration into the parent-child relationship. This crucial problem is unfortunately generally ignored by proponents of the method or else the parent is made to feel guilty over the anger resulting from the frustration.

Anyone setting out to perform the task of teaching speechreading to deaf children must ask themselves in what ways the child can know what the teacher or teaching parents is attempting to convey. This is **knowing** in the fullest sense: discriminating the word on the lips plus understanding its meaning plus grasping its cultural implication. Words as isolated written or spoken products have no natural meaning; the child is not born with a built-in vocabulary which he learns to speak as his speaking organs mature (akin to the preformationist concept of child development). The meaning of words is determined only by their recurrent usage within the environment and their relationship to the child. The average deaf child is not a party to the recurrent usage if he is restricted to speechreading only techniques.

It is apparent that young children utilize nonverbal aspects of communication at a very early age. This fact is easily demonstrated. With an ambulatory child about 18 months old, a parent can request that the child bring a familiar object to the parent. If at first, the parent makes the request taking care not to move their

hands or gesture with their head, it will be discovered that the chances for success will be less than if the parent points specifically to the object and then makes a gesture establishing the relationship of that object to the parent. That is, the parent will point to the object and with the same index finger point to herself in one continuous gesture. The communication may have started with the parent pointing to the child, to the ball and then to herself. Thus, in this specifically nonverbal method accompanied by the appropriate language, the non-deaf child learns what is demanded of him and hears relevant language. He will imitate in that transaction the words that are within his ken—both in terms of the size of his vocabulary and his capacity to place them into meaningful sequences.

This is not an argument to establish the nonverbal aspects of language as critical for the development of the verbal aspects; rather, it is an attempt to emphasize the naturalness of gestural behavior in the normal language learning process; it facilitates and enriches the whole process of language learning for the child. As the child's language capacities mature, he will become rapidly less dependent upon these nonverbal gestures, but they will assume a somewhat different function in mature speech. Nonverbal gestures may convey emotion (banging with a fist upon a table); they may be resorted to when words fail and are then used to pantomime the object; they may convey quantity (the proverbial fish stories). In some cultures, the gestures become a highly sophisticated and non-depreciated form of communication. The native Hawaiian dances are an example; Indian sign language is another.

The parent of the young deaf child will begin to use basic gestural communication to guide the actions of the child. Typically, the parent develops a few gestures which will come to have multiple meanings. One example is a gesture in which both hands are held out in front of the parent with the palms up and the hands rotated in a circular fashion. This will mean, "Where is it," "When," even, "I don't know," as a few examples of this multipurpose gesture. It is commonly observed that teachers working in "oral" programs will use a similar gesture to accomplish the communicative act which they are intending. The meaning of this gesture to the child is first that he perceives that the parent is asking him to enter into a transaction with him in which the child will perform some desired act such as getting an object of interest. Out of context, this gesture will have little meaning. A parent approaching a deaf person, who is a total stranger, could not make this gesture and expect anything to follow other than a puzzled ex-

pression by the deaf person. If, however, the parent and a deaf person were walking side-by-side in full view of the deaf person and the parent dropped his pencil, if then, the parent were to make this gesture it could have the implication of "Where is it?" and "Would you be so kind as to help me find it?"

By analogy the young deaf child will ultimately come to understand that this sign has some value to him. While playing, a three-year-old child might remember that he wants his ball. He cannot find it and will come to the parent using this sign and conveying the concept of ball by pantomiming its use (bouncing or throwing) or perhaps mouth "buh" and link it with this multipurpose sign. If the parent knows where it is and she is so inclined, she may help the child find it. She cannot effectively communicate to the child the sentence, "I do not know where your ball is, but I will help you find it." She can only start looking. That might suffice. The parent may be busy with other children and not be able to stop and so might answer the child with a shrug of the shoulders—probably the most common response to the original "Where is it" gesture—or just shake the head back and forth in a negative gesture. She cannot communicate, "I am busy with your brother and sister and don't have time to stop now, but later, when I finish feeding them, I will be happy to help you look." Unfortunately the deaf child's understanding of this refusal stops at the point where he perceives that the parent does not respond.

Even more trying to the parent and the child would be the following situation. It is common for young children to become very attached to a blanket, a pacifier, a bottle before bed or a stuffed toy. Some of these objects develop intensely personal meanings, especially the cloth objects. The blanket, for example, will be as much or more cherished for its feel or smell than for its appearance. A mother motivated by concerns for sanitation will often throw one of these items into the washing machine and find her child standing by that appliance fretting until the cleansed object is returned to him. If the family has decided to include a dog in the family composition and the dog is young and playful, he, the dog, may be similarly attracted to the child's prized object. The dog will use these objects in a more aggressive manner than the child; namely, chewing and tearing. In our hypothetical situation, the dog has selected the child's blanket to frolic with and destroys it. Although, the child may see this when he returns home, he will still demand that object when he is ready to go to sleep. The sensitive parent knows the value and the need for these items and fully intends to replace it. How then are they to communicate this to the child?

One of the most trying events for a parent is not being able to communicate good intent to their child. To do so means

that they have to have some words or signs in their vocabulary that convey that "What I cannot do now, I will do in the future." The parent of the hearing child might say, "Tonight you can sleep with this dolly instead; it's not as nice as your blanket to sleep with, but tomorrow—when you wake up in the morning—we will get in the car and drive to the store where we can buy you a new blanket." Many children will be only partially reassured by this especially if the concept of "tomorrowness" is not yet fully comprehended by him, but he will have some feeling that the parent is attuned to his needs, and after some period of fretting or crying, he will fall asleep. Upon arising the next day and having the promise of the previous evening fulfilled, some notion of the parent's good intent will be internalized by the child.

The typical profoundly deaf child, in the same situation, without benefit or rudimentary language skill, will experience the loss of the blanket when he retires and can only cry to communicate his need. The sensitive parent may correctly guess that this is what the child is crying about, may attempt to find a substitute, may plan to replace the object the next day, but can only communicate as much of her good will as demonstration and not speech will convey. An angry display of emotion that may pass across the parent's face in her frustration over this difficult situation will also be perceived by the child who may have to add to his state of fretting the concern that he has also offended the mother, and thus fear some loss of mothering. Coupling with the loss of the prized object which stands for maternal warmth, the idea

that the parent has been offended may make the situation still more frightening. Parents sensing the precariousness of such situations which predominate in the lives of deaf children are left feeling that they are "walking on eggshells" when it comes to satisfying their child's more basic needs.

We wish to stress in this brief discussion one of the major arguments in favor of the use of combined system for young deaf children is that it allows the unfolding of a family-deaf child relationship not possible with a very restrictive oral only system. Within these familial transactions lie the building blocks for the future character development of the deaf child and determine in large measure his future capacities to negotiate in a complex hearing world.

Reference

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Hypnotism Possible With The Deaf

By LEROY R. SUBIT

Hypnotism has long been associated in the mind of the general public with legendary characters like Rasputin, the Mad Monk of Russia, Trilby and Dracula. No concept can be further from the truth.

The term hypnotism, in a generally accepted definition is an abnormal condition of the mind induced by artificial means, in which a person affected is controlled entirely, in both thought and action, by the suggestions of the hypnotist; a passive mental condition; a kind of artificial catalepsy; induced somnambulism.

Hypnotism goes back almost 4000 years and it has been proved that there is no danger to a person being left in a hypnotic sleep, and in the 4000-year history of hypnotism there is not a single case recorded of a person failing to awaken. What does actually happen when a person is put into a hypnotic sleep is that he goes from a state of hypnotic sleep into a state of normal sleep and then awakens after a short time with a feeling of relaxed well-being, as if he had had a long, restful, all-night sleep.

While in a hypnotic state, it has been proved that people act tremendously brighter, stronger and have far greater command of their senses than they would if they were awake.

A person under hypnotism cannot be forced to do anything that is against his or her personal principles or morals.

An idiot or a weak-minded person cannot be hypnotized. In fact a person with a strong mind and the ability to cooperate and concentrate is the best possible hypnotic subject.

Tests of reflexes and other physiological functions have shown that the hypnotized person is neither asleep or unconscious. Almost everyone has the mistaken idea that a hypnotized person becomes unconscious. Most of us have a normal fear or dislike of losing consciousness. The actual fact is that a subject is always completely aware even in the deepest stages of hypnosis. He knows what he is saying and doing. There is *never* a loss of consciousness while in hypnosis. There really is very little sensation other than a feeling of listlessness or lethargy. One can move if he wishes, but it seems to be too much trouble. Talking may seem to require too great an effort due to the lethargy. There is so little other sensation that many go into a light state of hypnosis thinking they have not been affected at all.

When one is deeply hypnotized, there is recognition of it. Even in a medium state one feels that something is "different." The skillful practitioner of hypnosis tries to produce some hypnotic phenomena which will let his subject realize he is in hypnosis until a counteraction is



James E. Casey (left) and Colonel Joseph H. Ziglinski, pioneers in hypnosis of the deaf.

taken by the practitioner such as a number, a light tap on the head in the case of the deaf or a visual sign. The practitioner may suggest that the subject's eyes cannot open until he is tapped on the head. The subject finds to his surprise that he cannot open his eyes, but when he is tapped on the head, he can do so. Suggestions of extreme heaviness of an arm may prevent its movement when an effort is made to lift it. When such suggestions work, it shows the subject he is in hypnosis.

Hypnosis is more closely allied to the waking than to the sleeping state, an increased susceptibility to suggestion. The term, "suggestion" can be classified as the introduction of an idea, thought or image into the mind of the subject. Methods of offering suggestions are almost limitless; we are exposed to them daily by the means of communication media. We turn on our television and a program commercial drums at us to buy a certain product, and our senses are repeatedly blasted with exhortations on how the product will prove invaluable to us and the constant repetition gradually breaks down our sales resistance until we are convinced that the only way to go on living is to have that product in our home.

Fears are often entertained by subjects to the effect that they may say or do something while under hypnosis which they may later regret. This is a fallacy. Since there is complete awareness, the subject knows what he is saying and doing. He would no more betray a "state secret" under hypnosis than he would when awake.

In years gone by, it had been considered impossible to use deaf persons as

subjects for hypnosis. The main problem was communication difficulty.

Lt. Colonel Joseph H. Ziglinski, A.U.S. (Ret.), member of the faculty, Ethical Hypnosis Training Center, Research Director of the Washington Hypnotic Guild, member of the Board of Certification of the AAEH, and Chief Engineer of the U.S. Army MARS, has long been a practitioner and instructor of ethical hypnosis. One of his students was James E. Casey, of Silver Spring, Md., a hard of hearing young man adept in the use of the language of signs.

These two dedicated men spent much time and effort pioneering a method whereby language of signs communication could be used effectively in hypnosis of the totally deaf.

Richard Myers, eastern vice president of the National Fraternal Society of the Deaf, with his usual deep concern for the welfare of the deaf, made contact with Mr. Casey and Col. Ziglinski, persuading them to come to New York for an experiment sponsored by the New York Civic Association of the Deaf.

There, before a capacity crowd of deaf people, (there was "standing room only" for late comers able to squeeze into the auditorium), Col. Ziglinski and Mr. Casey proceeded to hold the audience spellbound for more than two solid hours, demonstrating their amazing ability to project constructive suggestions into the subconscious minds of numerous subjects selected at random from the audience.

For example, one young man confessed that he always felt very self conscious and shy when speaking to others. Under hypnosis, he was transformed into a crack used car salesman giving a sales talk which would have drawn applause from a veteran carnival "spieler."

In another instance a dignified matron was given the hypnotic suggestion that her natural sense of order and cleanliness should exert itself, so taking up a scrubbing brush, she got down on her hands and knees and proceeded to give the floor a scrubbing from which the floor has not yet recovered.

One of the men was asked what his secret desire was—before being put under hypnotic influence. His reply was, even though deaf, he had always dreamed of being a musician—and shortly after being put in a hypnotic state, he got up, bowed to the audience, sat down, tucked his violin (imagined) under his chin, and sawed his path all the way through the Fifth Symphony with a beautiful smile on his face.

It was also explained how hypnosis could be used to eliminate pain in dental work, during the course of childbirth, as well as in many other cases where use of pain-relieving drugs would leave an



Willie Pakule (left) had just been told that he would maintain an absolutely rigid stance until he was told otherwise by the hypnotist. Right: This young lady, fully awake, had been told that she had no control over her balance and would keep falling backward until she was told otherwise. Observe the result.

unpleasant after effect or create an allergic reaction.

To demonstrate this factor, a young lady was put into a hypnotic state after being told that she would experience no feeling in her left hand. Then a toothed surgical clamp was fastened to the skin of the dorsal surface of her hand (try pinching the top of your hand with your fingernails, and you'll get a bit of the idea). After five minutes, the young lady was awakened (after the clamps had been removed) and she was asked if she had felt anything. Her reply was negative. This, Col. Ziglinski and Mr. Casey explained, demonstrated the potentials of hypnotism in many fields of medicine.

The highlight of the evening, though, was a demonstration of mass hypnotism which may prove a boon to many people.

As stated previously, nobody can be hypnotized against their will, and when Col. Ziglinski and Mr. Casey made a request of the audience for volunteers who sincerely wanted to stop smoking, there was an immediate response from 12 persons, all heavy smokers.

Of the twelve, only one was classified as a reject for the reason that this man did not see fit to take himself seriously and he had no real desire to stop smoking. With the remaining eleven, it was both an enlightening and an amazing procedure to observe.

After giving assurance to Col. Ziglinski and Mr. Casey that their motives were sincere in wishing to stop smoking, the 11 men and women were put into a state of hypnosis; their own expressed desire to stop smoking was impressed upon their subconscious by Col. Ziglinski and Mr. Casey and they were awakened.

Col. Ziglinski and Mr. Casey then asked the 11 persons if there was anybody present who felt like smoking and without exception there was a vigorous nodding of heads. The group was told to go ahead and smoke all they wished, but they were

told that they would soon find smoking distasteful and when that happened, would throw their cigars and cigarettes on the floor.

Everyone of the group had a cynical look on his face as he lit his cigarette or cigar, leaning back with satisfaction and puffing away. Some even went so far as to comment to each other and the watching audience that Col. Ziglinski and Mr. Casey were "fakes" and the air soon became blue with smoke and comments on the lack of technical ability of Col. Ziglinski and Mr. Casey.

Meanwhile, the two gentlemen under discussion (or, should we say criticism) moved to the side of the stage quietly watching the proceedings, and "Red" Myers, alert for any undue happening, started to instruct his committee on how to handle an unruly crowd.

What happened next was amazing—but let the writer focus the spotlight on one individual, a cigar smoker, whose every action was typical of the actions of the entire group who were contentedly puffing away on their lighted cigars and cigarettes and steadily contaminating all the breathable air that was left in the auditorium.

There he was, comfortably leaning back in his chair, puffing on a big cigar, blowing smoke at the ceiling and criticism in the



Lee Brody has just been asked by James E. Casey what his childhood ambition had been. Brody's reply was "To be a great violinist."



LeRoy R. Subit, the author of this article.

general direction of Col. Ziglinski and Mr. Casey.

All of a sudden he became quiet, started to puff his cigar in a thoughtful way and a frown appeared on his face. He took the cigar out of his mouth, looked at it questioningly, put the cigar back in his mouth, took a few more puffs, took the cigar out of his mouth, acted as if there were a bad taste in his mouth, started to put the cigar back in his mouth, then suddenly jerked the cigar out of his mouth and threw it violently to the floor and crushed it to pieces with his shoe.

This is exactly what happened, with slight variations, to every one of the group hypnotized.

Col. Ziglinski and Mr. Casey next went to each individual of the group, offering them cigars and cigarettes, even lighting the "smokes" for them and the main reaction of the group ranged from revulsion

to violent fits of coughing when the smoke reached their nostrils.

Prior to introducing Col. Ziglinski and Mr. Casey, "Red" Myers requested Alice Altmayer, a New Yorker, to step up on the stage. Miss Altmayer gave an amusing talk on how Col. Ziglinski and Mr. Casey had hypnotized her into stopping a heavy smoking habit which had existed from the time she was 18 years of age. This act of hypnotism had taken place eight months previously, and Miss Altmayer related that from that day to the present she had not had the slightest urge to smoke and that all her lovely antique ash trays have been converted into highly decorative wall plaques.

San Fernando To Offer Summer Sign Institute

San Fernando Valley State College of Northridge, Calif., has announced a SUMMER SIGN INSTITUTE, which will run June 30 to August 8, 1969.

This institute is designed to prepare individuals to teach fingerspelling and the language of signs to interested community groups throughout the nation. Emphasis will be placed on the utilization of audiovisual aids and resource materials which facilitate the learning of manual communication and on the receptive and expressive skills involved.

Prerequisites: Knowledge and facility in the use of fingerspelling and the language of signs as well as individual and community commitment to establish a communications program in the fall. Six units may be earned in the undergraduate or graduate area which may apply (if necessary) toward a teaching credential in the area of adult education.

Course titles: Instructional Aids and Materials for Adult Education Classes, Methods and Procedures in Teaching Adults, Organization, Administration and Supervision of Adult Education.

The Summer Institute staff includes: Dr. Marshall Hester, L.L.D., director of Southwest Media Center, Las Cruces, N.M.; Virginia Vail, M.A., principal University Adult Education Center, Los Angeles City School system; Dr. Ray L. Jones, Ed.D., project director of Leadership Training for the Deaf, Northridge, Calif.

Stipends are available for participants and their dependents as well as travel expenses.

For further information contact: Carl J. Kirchner, Project Director, S.S.I., San Fernando Valley State College, Administration 408, Northridge, Calif. 91324, Ph: 213-349-1200—Ext. 1540.

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Deaf Russian Scientist Space Pioneer

By ALLAN F. BUBECK, JR., P.E.

"Earth is the cradle of the mind; but one cannot live in the cradle forever."—K. E. Tsiolkovsky.

Aeronautics—the science of the construction and operation of vehicles for travel in interplanetary or interstellar space.—Webster's dictionary.

Stories abound on space travel, even one a science fiction novel by the subject himself of this sketch, but as far as the deaf are concerned, none is "stranger than the fiction" story of Konstantin Eduardovich Tsiolkovsky, called by many the Russian Jules Verne. He is also considered by many authorities as the self-educated genius of the magnitude of Einstein, Faraday and Edison.

Tsiolkovsky, a schoolteacher and physicist, authored and published the first scientific treatise on space travel in 1898. He was the spark that set up the space agency administration in Russia way back in the late 1920's and gave impetus to the science of rocketry and which Russia up to the present had the edge on the United States, aside from the Germans.

Beneath Tsiolkovsky's shy, reticent exterior, his brilliant mind grappled with the enormous complexities of spatial mathematics and theories. Here lurked the adventuresome and exciting concepts of space travel. His was the guiding light of the Russian space program which was a generation ahead of its time.

Although not a member of the Communist Party, Tsiolkovsky was revered highly by his compatriots and they erected a statue of him in his hometown. When their famous Lunik III blazed around the moon in October 1959, taking photos of the "hidden side," his name forever was to be etched in the history of space travel as the grateful Russians named a large crater on the hidden lunar surface as Crater Tsiolkovsky.

Born in Izhevsk, Russia, on September 17, 1857, Tsiolkovsky contracted scarlet fever (another account says streptococcus infection) and permanently lost his hearing when he was nine or ten. Presumably he had no difficulty communicating orally. He taught mathematics and physics in schools in Brovsk (Borovosk) and Kluga (Kaluga). He lived at Kluga until his death in 1935.

The tombstone on his grave carries the message: "Mankind will not remain tied to earth forever." And so it proved.

Although history pointed to possible space travel, and Sir Isaac Newton's famous law of motion, "For every action there is an equal and opposite reaction" pointed magically skyward, no one apparently followed the leads until this shy schoolteacher got to thinking about air travel in the 1890's. He wrote about space flight with amazing prescience. He chose the rocket as the best space engine and

calculated the speed of its exhausts. He worked out kinetic theory of gases independently of Maxwell, 1881, who had already done so over a decade earlier. He thought it should burn liquid fuel. Thus he concluded and published in 1898 when not even an airplane had left ground.

In 1895, when the auto was called a "horseless wagon" featuring the balky one-cylinder job, Tsiolkovsky published a proposal for creating an artificial satellite of earth. Two years before Einstein proposed his famous theory that led to the development of atomic energy and bombs, Tsiolkovsky in 1903 wrote how his artificial satellite could be propelled by a rocket engine. A few years later he predicted that a multistaged rocket would be necessary.

According to reliable intelligence sources, the famous Sputnik I which rocked the world was not the first Sputnik. At least four others died prematurely before uttering their first beep. These sources also reported that the first such failure occurred on September 17, 1957. The Russians picked that date to launch their first Sputnik to commemorate the 100th anniversary of the birth of Tsiolkovsky!

Nevertheless, on that fateful day of October 4, 1957, when bombastic Premier Khrushchev shoved Sputnik I down our collective, capitalistic throats, it was a signal achievement of Tsiolkovsky's visionary genius and Soviet foresightedness and shrewdness, whether we liked it or not.

In marked contrast, our own American space pioneer, Professor Robert H. Goddard of Clark University in Massachusetts, ran into opposition from irate neighbors when he field-tested the first liquid-propelled rockets in 1926. In despair he moved to thinly-populated New Mexico to continue his tests. Although accoladed briefly, he died without the fame accorded Tsiolkovsky in his lifetime. It was not until the United States realized that the infamous V-2 rockets fired by Germans during World War II were based on Goddard's work, that Goddard was accorded his due honors posthumously among the immortal space pioneers.

Everytime the mass media blare forth another of the apparently routine and triumphant Russian space conquests, keep it etched in your minds, dear readers, that a totally deaf Russian genius caused all this uproar posthumously—Konstantin Eduardovich Tsiolkovsky, the father of the science of astronautics.

References

- Miscellaneous articles in Time Magazine, over the years.
- Personal communication with Time people.
- Assorted items in other periodicals.
- "World Who's Who in Science" from antiquity to the present.
- Asimov's Biographical Encyclopedia of Science and Technology.

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Seattle's Emergency Interpreters

By Marguerite Kelly

Publicity Coordinator, District Twelve



'INTERPRETERS WANTED'—Two daughters of deaf parents, Mrs. Alan Johnson (left) and Mrs. Jimmy Burch, appeared before the Seattle Altrusa Club recently and emphasized the need for additional interpreters in that area. Mrs. Johnson, in addition to being president of the Seattle Altrusa Club, is vice president of the Washington State Chapter of the Registry of Interpreters for the Deaf and serves as counselor in the Seattle Hearing and Speech Center. Mrs. Burch, a resident of Akron before moving to Seattle several years ago, was credit manager in Akron's largest hospital and a case worker in the Summit County Welfare Department. She has been an interpreter for more than 30 years. Her parents are Mr. and Mrs. William Townsend of Largo, Fla. Mrs. Burch is president of the Washington State Chapter of RID and serves as interpreter for deaf students attending Seattle Community College. (Photo courtesy Seattle Times)

(The following story appeared in the April 1969 issue of **INTERNATIONAL ALTRUSA**. The Language Bank also includes interpreters for the deaf.)

LANGUAGE BANK. Seattle, Wash., Altrusans have arranged for 250 community people who know one or more of the world's dialects or languages to volunteer their services in emergencies which require translators or interpreters. The offices of the Foundation for International Understanding Through Students (at the University of Washington) serve as the central repository for the "bank." Emergency services are offered without charge, 24 hours a day, and the requester is kept on one telephone while the person on duty contacts a translator on another. Letters about the Language Bank facilities were sent to all hospitals, social work agencies, U.S. Immigration, police department, Department of State Reception Center and 100 businesses.

The above capsule outline appeared in the November, 1968, I.A., along with eight other Altrusa Club projects, and readers were invited to tell us which they'd like to have developed into a feature article. This one led in requests and is thus the first to be published.

SEATTLE Altrusans' unique community service project—a Language Bank—observed its first anniversary in March by adding another translating segment to its growing list of languages from around the world: Sign language.

Even before press announcements of this new service for the deaf in need of emergency communication assistance, professional interpreters learning of it had volunteered, and calls from hospitals were being served.

To date, the Language Bank lists 57 languages and/or dialects with 263 volunteers to help persons in difficulties complicated by language barriers. Some have already participated in dramatic incidents—one literally saving the life of a young Chinese sailor, others giving renewed interest in living to an elderly, ailing Japanese, still others providing a day-to-be-remembered for twelve high school students from a small town (pop., about 900) near Seattle.

The calls keep coming, five or more a week, from hospitals, travel bureaus, airports, courts, Seattle's famed kidney center, attorneys, even the jail.

Sponsored by Altrusa Club of Seattle, with the cooperation of the Foundation for International Understanding Through Students (FIUTS) at the University of Washington, the project has kept Altrusans busy raising funds to finance a 24-hour answering service, writing letters and sending forms to volunteers, addressing envelopes, cataloging languages and names of volunteers, and helping to locate interpreters. In addition to the professional answering service, the Foundation office processes daytime requests and is an important resource for interpreters from among many foreign students at the university.

Under the guidance of Chairman June

Young and Co-chairman Virginia Simon (also FIUTS administrative assistant) with much personal service from President Eva Parker, weeks of research went into collecting volunteer interpreters' names, compiling forms for essential information on their language proficiency, available hours and transportation. Duplicate files at the FIUTS office and answering service keep expanding with growing community awareness and appreciation.

Press notices are best described as "raves" for this community service deed to fit a vital need in an active port city, host to streams of international travelers and new residents with their families—even an occasional errant visitor whose contacts with the law are compounded by language difficulties.

Quotes from some papers express the community's appreciation. **The University District Herald**, mindful of its own international community, concluded a front-page report with "The Language Bank is filling a real need in this day of air travel by many nationalities." When an Altrusan on the technical writing staff at the Boeing Company wangled space in the company's house organ, many of its foreign-born staff added their names as volunteers. In a four-column article in Seattle's evening newspaper, **The Seattle Times**, the columnist contributed her own editorial comment: "When the Altrusans wanted a community service project, they picked a good one."

Drama often keeps pace with service as the Bank volunteers sometimes find themselves in strange places. A young Chinese who had "jumped ship" in Seattle was thwarted in a suicide attempt when a jailer's call to the Bank brought the Chinese-speaking husband of a FIUTS board member to quell his terror. The youth had finished his military service in Taiwan only to learn that his home and possessions had burned. Wanting to reach his brother who was studying in "Washington," he found work on a ship bound for Seattle. When found wandering around Seattle without a visa, he was regarded as an undesirable alien. Complete lack of communication terrorized him when jailed and only a rush call to the Bank saved his life. He has since been deported, but with full understanding of the complication.

When a nursing home harboring an elderly Japanese suffering from diabetes sought some "company" for the patient, Japanese university students responded with visits and gifts, "adopting" the much happier senior citizen.

All twelve students in a high school Spanish class of a neighboring town had a day-long visit with "real" foreign students at the community college, after the teacher contacted the Bank. The class

visited three morning sessions at the college, then shared lunches with the Spanish students, further improving international relations.

The Language Bank may not have ALL of the world's tongues on tap, but its alert committee finds a solution when needed. Polynesian volunteers were not on file when a Seattle elementary school teacher sent an SOS for a young pupil from Samoa. Chairman Young scanned "the yellow pages" and from a Samoan dance class ad located a willing interpreter. Another teacher asked for a Chinese student to help a new pupil from Hong Kong; asked that the interpreter also address

the class on Hong Kong school conditions for better mutual understanding.

Japanese and Cantonese interpreters have assisted in court depositions and in sanity hearings.

Most of the volunteers' list results from newspaper articles, plus personal references from members and volunteers themselves. The Bank is proud to list eight African and nine Indian languages and dialects. The few missing include Burmese, Mongolian and Welsh... already there are promises of their addition to the file which grows and grows in service.



Stalling Along...

By **STAHL BUTLER**, Executive Director
Michigan Association for Better Hearing and Speech
724 Abbott Road, East Lansing, Michigan 48823

David O. Watson, author of "Talk With Your Hands," was born in Sonora, Mexico, where his deaf parents had a leather business. Their customers spoke only Spanish. Many were completely illiterate. Since they were unable to converse in Spanish, the Watsons resorted to a system of natural gestures in communicating with the townspeople and the Mexicans took to it naturally. This was their means of communication through the 16 years that they lived in Mexico, proving, for one thing, that signs and gestures can be completely adequate where other methods fail.

* * *

I have spoken and written many times about the remarkable success of the American schools for the deaf. Considering the severity of the disability, and in contrast with other schools for handicapped groups, it seems to me that our schools have done a remarkable job of preparing deaf youth for employment and making American deaf adults better than average citizens, preparing them to take advantage of opportunities for a high standard of living. Good citizenship and employment are priority factors.

McCay Vernon, Ph.D., writing in the New Mexico Progress, points out some areas where our schools can improve. He states that "Five-sixths of the deaf are in some form of manual labor as contrasted to one-half of the general population. Only 17 per cent of the deaf do white collar work compared to 46 per cent of the general population."

Regarding education, Dr. Vernon referred to the Boatner and McClure Study in 1965 "which included 93 per cent of all pupils enrolled in schools for the deaf in the United States who were 16 years old or older who were leaving school. Thirty per cent of these were functionally illiterate. Only five per cent achieved a tenth grade or better level. Of these

youth, 60 per cent were at grade level 5.3 or below."

Dr. Vernon stated that the Wrightstone, Aronow and Muskowitz Study in 1959 "studied 73 school programs involving 53 per cent of all deaf school-age children. These people found that from the age of 10 years to 16 years, the average gain in reading was less than one year. Furthermore, the average reading score for a 16-year-old deaf youth was grade level 3.4."

The Schein and Bushnag Study "found that admissions into college of deaf youths were only one-tenth the per cent of admissions into college of normal hearing students."

So there we have both sides of the coin. The favorable and the unfavorable reports. Deaf people and their friends should not close their eyes to these statements, but rather in a good-citizen manner investigate them farther and try to help their schools to get more money and better staff to do a better job.

* * *

Rupert Crowder has a quail farm near Carlisle, Arkansas. He sells quail eggs, quail processed for retail sale and shooting privileges. When he was getting started, he had some problems. A vocational rehabilitation counselor came to his assistance, made some recommendations, "and arranged for Mr. and Mrs. Crowder to take a course in blood testing and certifying their flock."

* * *

Do you know how many deaf people there are in the United States? Dr. Boyce R. Williams and Mary E. Switzer in an article in "Archives of Environmental Health" estimate that there are 250,000 deaf people in this country.

* * *

Tom Mayes stopped by my office to tell me that he was elected to the Board

of Directors of Gallaudet College. He also was most enthusiastic about the choice of Dr. Edward Clifton Merrill, Jr., for the presidency.

* * *

Uriel C. Jones, editor of the Tennessee Observer, wrote about the statue on the campus of the American School for the Deaf:

"It is symbolic—the figure of the little girl being pushed upward out of the darkness of ignorance into the light of life by two gigantic hands in the position of the sign for "light" or "clear." At the foot of the statue of the little girl is an open book with what that signifies and clasped in her left hand and arm is a closed book signifying the intense desire for knowledge."

* * *

Mr. and Mrs. Carl B. Smith are no longer at the Archibald Memorial Home, Brookston, Indiana, but are on the ninth floor of a large apartment house for the elderly in Washington, Indiana.

* * *

Immediately after I retire on December 31, we plan to leave on a freighter trip around the world with the same couple with whom we went to the Caribbean last winter. We will start from New York, go around Africa, skirt the southern shores of Asia, go to Singapore and Hong Kong and return over the Pacific, going through the Panama Canal and up the east coast back to New York—five months on one ship all the way.

* * *

As many of my readers know, I go every week to one of Michigan's mental hospitals to interpret for a psychologist who conducts a group therapy class for deaf patients. Recently we were surprised to have as visitors a group of deaf citizens from Grand Rapids. My understanding was that the deaf people will return at different times for social events with the deaf patients. This was very encouraging to the psychologist and to me because it was said that one of the deaf patients could be greatly improved by just conversation with other individuals. This is something that any deaf club or fraternal division could do at a minimum of expense.

* * *

Mrs. Cadwallader Washburn writes that she is "living in Orono, Maine, practically on the University of Maine campus to be close to old friends on the faculty and also the library for research purposes."

* * *

John B. Roraback, of vocational rehabilitation, is much interested in a technical language of signs project. For this research, he would use the 850 most commonly used words, and check to be sure that there is an adequate sign for each word. If there are some gaps in language of signs expression, as indicated by a lack of signs for certain expressions, he would then recommend the invention and use of new signs for these words.



Humor

AMONG THE DEAF

By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

This came from Cecile Willman, Los Angeles, who clipped it from the L. A. Herald-Examiner. From Ann Landers' syndicated column:

Dear Ann Landers: I am writing in behalf of the estimated 15 to 20 million Americans who suffer a hearing loss. One out of every 15 Americans is handicapped by deafness to some degree. As one of the afflicted I am pleading to be included in the human race.

Helen Keller who was both blind and deaf said if she had her choice, she would rather have hearing than sight.

As an experiment, turn on your TV and turn off the sound. You will then understand how frustrating it can be when one is unable to hear what is being said.

Here are some helpful suggestions for those who live with a deaf person or one who is hard of hearing:

1. Get his attention before you speak. Touch him if necessary.
2. Speak slowly and distinctly and use your lips.
3. Don't shout. It doesn't help.
4. Use short sentences.
5. Include him in the conversation when there is a group.
6. Be patient and repeat if necessary without show of exasperation. Remember, but for the grace of God, it could have happened to you.—S.O.S.

Dear S.O.S.: I just tried the TV experiment and it improved some of the programs considerably.

Thank you for a most informative and useful letter, and please forgive the little joke. I couldn't resist it.

The AO (Anonymous One—otherwise known as FFFFFF) sent this piece from Reuters:

DEAF-MUTE CURE CREDITED TO MAO

Hong Kong—Study of the thoughts of Chairman Mao Tse-tung enabled an army medical team to discover ways of making the mute speak and the deaf hear, the New China News Agency said today.

Sent to a school for the deaf in north-east China six months ago to spread the thoughts of Mao, doctors and nurses were so touched at seeing the youngsters—many declared incurable—that they pledged before a portrait of Mao to cure them, the agency said.

They studied Mao's thoughts as it developed new acupuncture techniques, as a result of which 129 students of the school can now hear and 125 speak, the agency said.

Harry Belsky, Brooklyn, saw this in Dr. S. Weir Mitchell's "Characteristics":

He is word deaf. He hears but cannot interpret. His connecting nerve-threads between word-memory (I mean ideas gotten by hearing) and his receptive organs are broken, but he has word-vision, words which he reads are still usefully dealt with by his mind.

Now for laughs. The following few shorts came from AO (Now I hope you know who I mean—yes, FFFFFF):

Scene: A lipreading and speech class in a school for the deaf.

Pupils: I et six eggs for breakfast.

Teacher: You should say "ate."

Pupil: Oh, well, have it your way. Maybe it was eight I et.—Tramp Printer Jim.

AN EAR-Y CASE

Portland, Ore. (AP)—You can't make a silk purse out of a sow's ear, but you can make a pretty good lawyer's briefcase out of the ear of an African elephant. Leland F. Hess is having the case made from the ear of a five-ton elephant he shot on the banks of Lake Albert in Uganda.

SILENT SWAINS, PLEASE NOTE

"Before marriage a man yearns for a woman. After marriage the 'y' is silent." —Clipped

ATTENTION, DEAF PRINTERS!

Old Linotype operators never die. They just plunk away.—Howland G. Uffaw.

We received this from Leo Jacobs, Oakland, who in turn had it from Fred Buenzle. Source was not given:

Whether a closemouthed counterfeiter can "utter" false money—the legal term for putting it in circulation—once posed a unique problem for the United States government. In 1883 Joshua Tatum eyed the new Liberty Head nickel in his New England home and decided it could be improved. For one thing, it bore "V" for 5 but not "cents"; for another, the edge, as on all nickels, was plain. He got a jeweler to mill the edges of 1,000 new nickels and gold-plate the coins. They looked then as if they were half eagles—\$5 gold pieces, freely circulated at the time—of evidently new design. That was how shopkeepers regarded them whenever Tatum silently tendered one to buy a five-cent cigar . . . and pocketed \$4.95 in change. Having grossly profited by \$4,950, he and the jeweler embellished another 5,000 coins, and Tatum went on the road to make a career of five-cent purchases. Of course the scheme did not last, and there were plenty of witnesses

against him when he was put on trial. But his lawyer brought out that never had he bought more than five cents worth of merchandise with his gilded nickel. And to the question whether he had ever asked for change, witnesses had to answer he hadn't. For Tatum couldn't speak: he was a deaf-mute. Accepting \$4.95 that wasn't asked for was no crime, so he had to be set free. The U. S. Mint hurriedly added "cents" to the Liberty nickel design, and Congress acted to prevent similar transgressions in the future. Thereafter it was illegal to mutilate any American coin or "utter" such marred money, silently or otherwise.

Another priceless gem from AO (now you know who we mean!): Marriage is a mutual partnership. Generally it's the husband who's mute.—Steve Allen in Parade's "My Favorite Jokes."

A few taken from a new book published by Golden Press, "Quotations from Charlie Chan," listing pearls of consummate insight by the fictional Chinese detective (sent in by AO):

"When money talks, few are deaf."

"Silence is golden, except in police stations."

"Hours are happiest when hands are busiest."

Also from AO, clipped from another source:

It's just as important to listen to someone with your eyes as it is with your ears.

Also from AO who sent a papercover book, "Intern" by Dr. X, marked to page 335. The story:

. . . One of my duty nights, a pair of twins came in, both of them with pneumonia. They were a real pair, about three years old, a boy and a girl, both towheads. The mother and father were both deaf-mutes, and we had a gay time getting a history out of them. Then we discovered that the children could understand sign language perfectly, but couldn't understand English. Not that they were deaf-mutes; with a little sly trickery we soon established that they could hear, all right. They just couldn't understand anything but sign language. They were cute, and responded to antibiotics in a couple of days, but family conversation in that crowd was really a wonder to observe. We were sorry to see them go home so soon.

Genial Jack Craven of Tucson likes to pull this one on any unprepared deafie and see the puzzled frown slowly spread over his or her face:

"I was born in the United States, but not in any of the 50 states."

After an appropriate waiting period and if the guesser throws in the towel, Jack replies: "Washington, District of Columbia."

Simple? Yes, but it's surprising how many stumble over it!—Ima P. Lagiarist (otherwise AO)

Alexander Fleischman sent us a Toronto

Association of the Deaf Bulletin that contained this item taken from the Toronto Telegram:

SHOES MENDED HERE

We lived in a small town, so small we did not lock the doors at night. There was a Main Street with half a dozen stores that sold about everything. There was also a barber shop, service station and bank. One thing we did not have was a shoemaker. If there were shoes to be mended, they were mended at home. My father didn't like this job. It seemed that whenever he placed a hammer in his hands, his fingers became thumbs. Anyway, his thumbs were getting in the way of the hammer. Then, we would hear a string of four-letter words that didn't begin with love. Afterwards he would grumble that the town needed a shoemaker.

One day, while putting new heels on my boots, he banged his thumb something awful. Mother straightaway wrote a letter to the employment office. A few days later, a shoemaker came. He came from what we called the deaf and dumb college. He was a handsome old man with blue eyes, and a bristly, winter-gray mustache. His name was Antonio Shapiro.

Straightaway, he hung his sign over the door of a former dress shop, and became our shoemaker. He couldn't speak or hear a word in the usual way. Most of the grownups called him "Dummy."

Children do pick things up, and before

long I, too, was calling him Dummy . . . not to his face, but out of his sight. I'd stay out of his sight because I'd heard he would read lips. Naturally, I didn't call him Dummy when my mother was around.

Then one winter when the snow was unusually deep, I saw him putting out feed for birds. After a while, he looked up into the trees and, in a way so wise that I didn't hear, he spoke. He must have spoken, because all at once the birds came flying down to dinner. He stood for a moment listening to their chatter, then shook his head and walked away as if bored by gossip.

After that I never called him Dummy. I called him Mr. Shapiro. I would speak slowly and he would watch my lips. Soon he taught me how to talk by using my hands, by forming letters of the alphabet with my fingers.

Before long, I was teaching my father. Then it seemed everyone was learning—in school, and on the street. It got to be a game. Pretty soon we were all stopping in at Mr. Shapiro's after school. No one called him Dummy any more. Still, he never changed the sign over the front door: DUMMY'S SHOE SHOP, SHOES MENDED.

* * *

This piece was in Reader's Digest's "Seven Crows a Secret" by Ernest Buckler. (A little boy explains his feelings, his wonders, his impressions, the at-

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mosphere, at a time in the break of news of death of a known person. Only this excerpt is here given):

I was stunned. I go outside.

I look at things. And look at them. But they don't tell me anything. They've retreated inside themselves, inside that ring of deafness where they talk only to each other. In silence.

* * *

Mrs. Mary Thompson (Baldwin Park, Calif.) tells of a time when a woman visiting her school in Knoxville, Tenn., going from classroom to classroom at last entered Mary's graduating classroom. The woman was evidently interested and asked Mary's teacher some questions. One question, later related to the class was, "Do the children learn by the braille method?"

11/1/70

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Foreign News

By Yerker Andersson

Africa—The school for the deaf on Madagascar, an island east of Africa, was founded and has since many years been supported by the Norwegian missionary and the deaf in Norway. Now the Church of England Council for the Deaf has announced that the deaf in England will give some financial support to this school.

Great Britain—Winston Churchill's daughter, Sarah, reported that his father whose hearing loss was greater in his late age used to carry a pad and a pencil. He asserted that writing was less tiring and less time-consuming than the use of hearing aid and speechreading.

France—Recently a mechanics and electronics club for the deaf was established and passing the examination in these fields was required for admission to this club.

Germany—A deaf baker, Robert Bruck of Mainz, West Germany, won first place in a bread-baking contest. About 2000 other bakers participated in the contest. He will have his own quality brand on bread and may expect a greater profit for his business. His own bakery is one of the most modern and automated ones in Mainz.

Russia—According to *Doves Tidskrift*, the Norwegian journal for the deaf, (Nov. 2, 1969), an international conference on social problems of the deaf was held in Moscow. Only the Communist countries were invited to the conference (Bulgaria, Hungary, East Germany, Poland, Mongolia, Rumania and Yugoslavia). It was reported that elementary education for deaf children (8-10 years) is equal to that for other children but then they go to special vocational schools, supervised by the national association of the deaf. There are about 567 cultural centers and 316 libraries for the deaf in Russia. This year the deaf in Moscow will have their own theatre building with 800 seats.

Spain—The European lightweight boxing championship was won by deaf boxer Kid Tano. He beat the old champion, Pedro Carasco of Spain.

Yugoslavia—The coming World Games of the Deaf will have about 1,500 athletes from 32 countries. Interestingly enough, *The Silent Messenger* of Australia notes that Yugoslavia is the first socialist country to organize the World Games of the Deaf.

At the same time the Yugoslavia Sports Federation of the Deaf will celebrate its 25th anniversary. This federation promises an interesting program, including one by deaf school children and exhibitions of work by younger and older deaf artists. The Yugoslavia folk dance ensemble of the deaf whose dance quality, in my opinion (I saw their folk dances in Brussels in 1953) was, and perhaps still is, comparable to that of the best folk dancers in Europe.

One of the features of the Games will be a ball for the selection of "Deaf Miss Universe."



Salutations to Dr. Leonard M. Elstad retiring on June 30, 1969, as president of Gallaudet College! During his tenure of office since 1945 great progress has been attained. Ramshackle buildings have given way to imposing edifices. The entire complex has been magically transformed. Student enrollment has more than doubled. So has the teaching staff. All of this required a great deal of time and attention in the planning stage, of which Dr. Elstad gave of himself without stint. He can truly be termed "the master architect of a Greater Gallaudet College."

Known for his liberal views on the education of the deaf, plus his ready wit and humor, Dr. Elstad has been a frequent speaker before many societies both here and abroad. On February 16, in company of Mr. and Mrs. Randall McClelland, Mrs. Kenner and I attended the annual banquet honoring Dr. Edward M. Gallaudet, sponsored by St. Augustine Chapter of the GCAA, where Dr. Elstad was the guest speaker, introduced by Dr. William J. McClure. We felt that this might be our last opportunity to see him in action. Over the years, it has been my pleasant privilege to number him among my valued friends as well as a delightful correspondent. Were he not a college president, he could easily qualify for some high diplomatic post; or, perhaps grace President Nixon's cabinet as Secretary of Health, Education and Welfare!

All of us, alumni and the deaf in general, will keenly feel the loss of his valued service. But, let's not begrudge him the joy that leisure hours may bring or the happiness which will be his with less strenuous duties. We hope he will find peace and contentment in his sunset years with ample time for books and intimate friends, especially the companionship of his beloved wife and two charming daughters and their husbands. His only grandson, John Kenneth Mills, will certainly demand a large share of his attention.

* * *

If ever we harbored any lingering doubts as to the wisdom of moving from New York City to Florida, these have been effectively dispelled by His Honor, the Mayor of New York, who has favored us with the following personal message:

THE CITY OF NEW YORK

Office of the Mayor

New York, N. Y. 10007

February 11, 1969

KEN'S KORNER

By Dr. Marcus L. Kenner

"If you think that praise is due him. Now's the time to slip it to him, For he cannot read his tombstone when he's dead."—Berton Braley

Dear Ken:

Thank you very much for your nice letter January 10. From the looks of New York City today (12-15 inches of snow), you should be delighted to be where you are—and it's surely Florida's gain. My very best wishes to you and Mrs. Kenner. Regards.

Sincerely,

(signed) "JOHN V. LINDSAY"

Mayor

To Dr. Marcus L. Kenner
16450 Miami Drive,
N. Miami Beach, Fla. 33162

* * *

Apropos my item on "Tact" in January issue of *THE DEAF AMERICAN*. Mr. Emerson Romero kindly sent me another version which, with a slight twist, originated in Havana, Cuba, circa 1934 B.C. (before Castro).

An English butler had a friend who also wanted to be a butler and asked about the requirements. He was told that to become one, the first things he must learn should be courtesy and tact and he related the following to show what he meant: "One day I was cleaning the silverware in the dining room and noticed that the ceiling was leaking water. I knew the bathroom was overhead—so I rushed up and burst into the bathroom. The lady of the house was taking a bath. I said 'Pardon me . . . that was for courtesy . . . SIR . . . that was for TACT.' Thanks, buddy, also for that batch of quotes on "Tact."

Tact comes as much from goodness of heart, as from fineness of taste.

—Benjamin Disraeli,

Endymion

* * *

Mrs. Sue H. Mitchell, 9111 Woodland Drive, Silver Spring, Md., requests my assistance, pointing out cases of discrimination against the deaf. I am loath to pinpoint any, lacking the facts. It occurs to me, however, that the tendency to disbar deaf teachers from instructing the younger generation is both unfair and unjust to the deaf child. This was admirably demonstrated by Miss Nanette Fabray's plea on behalf of the deaf teacher before a Congressional committee several months ago. I suggested that Mrs. Mitchell contact NAD Executive Secretary Frederick C. Schreiber for additional facts to assist her in writing her dissertation for the American University on the deaf population as a university group? Any help will be highly appreciated.

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THURSDAY, JULY 3rd
NDBA Executive Board & Bowlers' Meeting at Miami Bowl 8:00 a.m.
Reception at Southtown Club 6:00 p.m.

FRIDAY, JULY 4th
NDBA Bowlers and Representatives' Meeting at Miami Bowl 9:00 a.m. (all day)
Reception and Skits at Knights of Columbus Hall 7:00 p.m.
2809 West 59th Street

SATURDAY, JULY 5th
Awards - Floor Show and Dance 6:00 p.m.
Inn Motion — 5820 S. Kedzie

SUNDAY, JULY 6th
Open House at Southtown Club 12:00 Noon

SPECIAL BONUS TICKET BEFORE JUNE 23rd— \$10.00 Save \$11.50 Mail \$10.00 to— RAY HAGE 418 Calhoun Ave. Aurora, Ill. 60505 After June 23rd, \$12.50	"BOWLERS' SPECIAL" Special Combination Ticket Discount for Bowlers and their spouses \$7.50 each
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RESERVATIONS AND INFORMATION

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PERCY BURRIS, General Chairman
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Elgin, Illinois 60120

NDBA BOWLING INFORMATION
For Entry Blanks and Information Write To:
DON GENE WARNICK, NDBA Secy.-Treas.
9244 East Mansfield Avenue
Denver, Colorado 80237

Deadline for Choice of Squad Time, June 25th
Final Deadline, July 3rd—11:00 a.m.



Jerry Fail

NEWS

From 'Round the Nation

Mrs. Jerry Fail, News Editor
6170 Downey Avenue
North Long Beach, Calif. 90805

Mrs. Harriett Votaw, Asst. News Editor
2778 S. Xavier Street
Denver, Colorado 80236



Harriett Votaw

Mississippi . . .

The Mississippi Association of the Deaf will observe its 75th anniversary at the July 3-6, 1969, convention at the Buena Vista Hotel, Biloxi. Over 200 letters and brochures have been mailed out. Mississippians and former Mississippians who failed to get such information should write to Allien Hudson, Secretary, Mississippi Association of the Deaf, 117 Moreland Drive, Pascagoula, Miss. 39567.

Recent deaths: Lawrence Crawford, Leeland Reaves and Godfrey Adams. The latter lived in Santa Fe, N. M., for many years.

Ingalls Shipyard at Pascagoula is very active these days. At present there are six deaf employees—three men in welding and other departments and three deaf women as key punch operators. They are Edwin Dietrich, Travis Bennett, Richard Dixon, Eva Smith, Ann Butler and Allien Hudson.

Washington, D. C. . . .

Linda Bailey married her childhood sweetheart, Wyatt Hall Wolfe, Jr., on February 1 at the Church of Our Saviour in Baltimore with Rev. Steve Mathis officiating. Linda's gown, as well as those of her bridesmaids, were beautifully sewn by her aunt, Maude Nelson, of Alabama. Another aunt, Mrs. Lila Stephens, also attended as well as Wolfe's mother and sister. Linda was honoree at a second bridal shower January 24 given by her next door neighbors.

Jack Allen slipped on the ice recently and suffered a fractured thigh.

A clipping from the Washington Post recently stated that the Internal Revenue Service has completed a language of signs course in computer techniques for the two employees with hearing defects, Pat O. Adams and Stephen J. Holst. Pat and Stephen are both graduates of Gallaudet College.

A fourth child and second daughter arrived at the home of Mr. and Mrs. Byron Baer recently, much to the delight of her sister and two brothers.

The Charles Whitworth family of Falls Church, Va., rejoiced at the birth of a daughter January 21. The baby girl is their first child.

Alva Cuppy is recuperating from recent surgery, an operation for a ruptured disc in his neck.

Mrs. Gertha (Wise) Kurtz and Marvin and Earl Wise lost their beloved mother who died in Florida the early part of January.

Chicagoland . . .

Solomon and Gertrude Deitch are proud grandparents of two baby boys, one born to their son, Norman, and the other to another son, Jerry, two months apart.

Rita Widisz got an engagement ring from Walter Nieluchowski Christmas Eve. They will be married November 1, 1969.

Gerda Shank was surprised with a baby shower on February 2 at Southtown Club of the Deaf after attending the state basketball playoff.

Mrs. Loyse Wilhelm's daughter, her husband and their baby moved to Peoria from San Diego, Calif. They traveled from San Diego to Peoria by auto and shipped their Siamese cat by air express. The shipping fee was \$34.00.

Mrs. Virginia Kouchouskos's family are eager for her son, Andrew, to come home from Vietnam to be best man at his brother Bill's wedding.

Mrs. Ann Conner's mother passed away from a heart attack in St. Petersburg, Fla. The remains were flown to Chicago for the funeral.

Edward McCarthy, 75, died recently. He was an active member of CCD and NFSD Division No. 1.

Mr. and Mrs. Theodore Banks were given a farewell party at the CCD. They sold their bungalow and are living in Pilgrim Towers in Los Angeles.

Mrs. Thelma Rose's son was attacked in an alley near Bryn Mawr Avenue the

night of February 19 by a gang of boys. He sustained a head wound which required 47 stitches to close. Mrs. Rose's youngest brother who was very close to her son was on the way to see him from Lima, Ohio, when he was involved in an auto accident which left him with a fractured skull.

Mrs. Stella Jacobsen, 82, died not long ago. She was employed as power machine operator in a men's neckwear plant for many years.

Mr. and Mrs. Reymundo Cavazos announce the birth of Reymundo, Jr., on March 2.

Gordon M. Rice is Chicagoland reporter. Send him news items by the fifth of each month for publication in the following month's issue.

New York City . . .

A repeat performance of hypnosis by Mr. Casey and Col. Ziglinski was made on February 1 drawing more than 200 people. The program was again sponsored by New York City Civic Association of the Deaf.

A truly wonderful ski week was had by Jim Stern, Bernard Rothenberg, Dan Miller, Howard Brody, Robert Miller and son and Tom Orscher at the Ski Meet in New Hampshire on the week of February 8.

An exclusive Bar Mitzvah celebration was held for Clifford, son of Marcia and Abe Cohen, in January. Those who were invited raved about how beautiful the affair was.

Ira Lerner and Charles Good, both from New Jersey, braved the snowstorm, to attend the New York State Basketball Tournament in Brooklyn on February 9.

Ludwig Fischer's 80th birthday was the reason for a surprise party tendered in his honor by Mr. and Mrs. Alfred Solomon. There was another surprise in store for him when he found his grandchildren from out-of-town there to help him celebrate his birthday.

Gerald Burstein was in town from Cali-



BROADWAY TRIUMPH—The entire company of the National Theatre of the Deaf posed for this picture in front of the Longacre Theatre in New York City during their two-week hit performance the last of February and the first of March. Plans are now being made for an European tour this summer.

fornia for his father's funeral recently.

The National Theatre of the Deaf troupe was invited to see "Red, White and Mad-dox," a political satire, on Broadway on March 2. Those attending besides the NTD cast were Bob and Linda Canty, Bernard Rothenberg and daughters, Irving and Joan Dauman, Ira and Shirley Lerner, Bill and Joan Berke, Clifford Rowley, Bob Davila, Taras Denis, Lucy Lewis and Nellie Myers. If it had not been for Lou Fant's interpretations, they would not understand the play at all.

You will notice our Morris Davis for 10 seconds in a mock walking race in the movie "Star" in which Julie Andrews appears.

Letters to the Editor

Dear Editor:

In his recent article, Mr. Edward L. Scouten raised some important questions on which I should like to comment.

Mr. Scouten is correct when he says that "Our failures were and still are being quieted." In fact, we can learn much more from failures than from successes! The **American Annals of the Deaf** would be an ideal medium for teachers of the deaf to exchange their ideas but unfortunately, it has never been used as such a medium. However, the recent issue of this journal published Dr. Moore's criticism of and Dr. Cornett's defense of the cued speech. Debates, similar to this, would encourage us to report our failures and reexamine our problems.

However, as the Babbidge Report notes, we need much more research on the education of deaf children. Mr. Scouten's article has a limited "scientific value" since it is based mostly on his own experience, but it should invite scientifically minded teachers to reevaluate our teaching methods. Alas, we have so few such teachers! Even Herbert Kohl, himself, found our failures being quieted at Teachers College, Columbia University; his observation of an oral school for the deaf did not confirm his special education professors' claims. So we should expect teachers of the deaf not only to be more scientifically minded but also free of emotional ties to any one of our teaching methods.

Mr. Scouten notes that "the great majority of our outstanding deaf leaders in the past as well as in the present were and are in the post-lingually deaf category." While on the basis of my own experience, I would concur, I cannot accept this assertion as a generalization or as a true statement until we have statistical information on deaf leaders or data from a well-planned survey of deaf leaders. Such information is not available, as far as I know.

While his description of the Rochester Method is plausible, we cannot say that it is the best method. There is no research evidence about this or other meth-

ods. It is true that there are several studies but too few studies used the scientific method.

Mr. Scouten suggests that we "urge educators of the deaf and especially post-lingually deaf leaders to encourage our schools to use those English media which prelingually deaf children can see." Why not include the prelingually deaf adults and researchers? The prelingually deaf would point out what is wrong with the schools or teaching methods and the researchers would give us a unbiased evaluation of the schools or teaching methods.

Yerker Andersson

Department of Sociology
Gallaudet College
Washington, D.C.

* * *

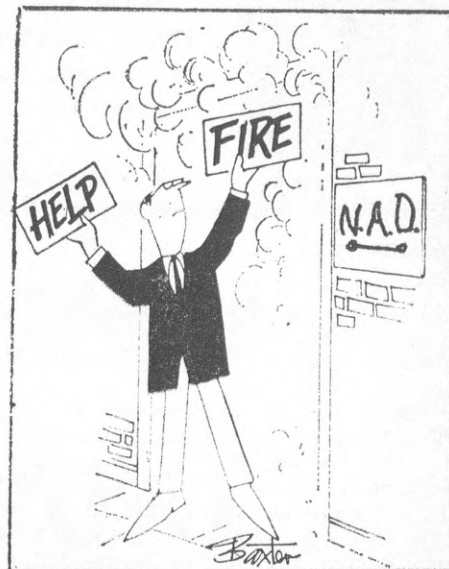
Dear Editor:

TRAVELING GROUPS

It is good to hear of many parties of 15 friends planning tours to Europe from all over the nation; however, to prevent disillusion in their travels several hints should be considered:

1. Parties of 15 in a bus holding 15 to 17, with a guide are not so comfortable on 250-to-300-mile daily tours.
2. Parties of 15 also may be compelled to join hearing parties of 15 or 30 with a guide who will not interpret.
3. Parties of 15 will have to pay about \$1.00 a day each for the guide (\$15 per day), which will be added to the bill.
4. Tours arranged, do not at times, include the local sightseeing as a part of the package.
5. Be sure you check your W.H.O. vaccination cards to have TWO signatures—the doctor's and the city's health department.
6. Have assurance in writing as to three meals, number of times for baths and

Crazy Capers



This cartoon appeared in a San Francisco newspaper and was adapted by Valentine A. Becker, Supervisor, Special Educational Services Division, San Francisco Unified School District. Spot showing "NAD" was originally "Noise Abatement Society."

what is part of the tour that includes sight-seeing after arriving in each city, i.e., night tours, entertainment, costs extras, etc.

7. Fly only regular airlines and be sure your tickets are confirmed before going and after arriving at your first city. If there is a mixup, tell your guide to get busy to assure a confirmed return. There is a bit of confusion as all Americans rush to return before Labor Day.

(I have had four years experience traveling to Europe.)

Cheerio!

David A. Davidowitz
Spring Valley, N.Y.

YOUR NATIONAL ASSOCIATION OF THE DEAF CONVENTION
HOSTS IN 1970 . . .

The Minnesota Association of the Deaf, Inc.

"Deafinitely" Invites You To Attend Its

38th BIENNIAL CONVENTION IN ST. PAUL, MINN., AUG. 8-9-10, 1969

Convention Headquarters: Thompson Memorial Hall, 1824 Marshall Ave., St. Paul, Minn. 55104 . . . the Deaf Minnesotan's Home-Away-from-Home.

BUSINESS SESSIONS—TALENT SHOW—BANQUET—PICNIC
and the Two Big "F's" . . . Fun and Fellowship

Action Of Illinois Association Of The Deaf Results In Special Instructions To Policemen

In March 1969, the Illinois Association of the Deaf gave an outstanding demonstration of the truth of the old adage that "in unity there is strength." That memorable month for the deaf saw the IAD emerge triumphant from a campaign against Chicago police authorities—notably Police Superintendent James B. Conlisk, Jr. The objective was to protect deaf persons who live and work in Chicago against possible mistreatment by policemen unaware or uninformed that some persons they encounter in line of duty may be unable to hear or speak.

Unawareness of this handicap can—and has—resulted in a deaf person being severely beaten. It can—and has—in other cities resulted in deaf persons being shot to death.

In a report on the Detroit riots on September 18, 1967, **Newsweek** mentioned that Roy Banks, 46, was shot down while walking to work by National Guardsmen who mistook him for a looter. The police reported that the soldiers had shouted warnings, but they did not state that Banks was a deaf-mute.

In Salisbury, Md., on May 20, 1968, a detective shot to death Daniel Kenneth Henry, 22, a deaf man suspected of burglary. It appeared that Henry, unable to hear commands to halt, had been shot while fleeing.

In such incidents, John B. Davis, president of IAD, recognized a serious problem for the deaf. If a deaf person does not at once obey commands to stop from a policeman, the officer may jump to the conclusion that he faces either a law-breaker or a dangerous person. The thought that he is dealing with a deaf person may never occur to him, and he may strike or shoot to enforce what he believes are ignored commands.

In a letter to Chicago Superintendent of Police James B. Conlisk, Jr., President Davis explained this danger facing deaf people. He asked Mr. Conlisk to inform Chicago policemen on proper procedures and precautions to avoid mistakes in connection with the deaf. President Davis pointed out that Superintendent Conlisk could easily communicate such information to the police through the three police publications which existed for information and instruction purposes.

Mr. Conlisk, however, stated in effect that he felt no special problem existed and that he considered it unnecessary to take any special precautions in connection with the deaf.

On February 14, 1969, Chicago newspapers reported that a deaf youth had been beaten by a policeman. The officer was one of two who had been in pursuit of a group of youths wanted for questioning about a disturbance at a social center at 95th and Wentworth. In an alley the

officer encountered Maurice Walker, 17, who apparently was frightened when he saw a policeman rushing at him.

Unaware of commands to halt because of his deafness, Walker attempted to flee, was caught and clubbed until the officer was informed by other youths who appeared at the scene that Walker was unable to hear or speak.

To protect the deaf against such incidents in the future, President Davis instructed Attorney Lowell J. Myers, a fellow member of IAD, to file suit asking for a court order to have the police superintendent instruct Chicago policemen on problems and precautions in connection with the deaf. Over 180 members of IAD joined ranks in support of the suit, which was filed in Federal Court. The executive board of IAD approved the suit and provided for payment out of the IAD "Legal Defense Fund."

On March 1, 1969, the **Chicago Sun-Times** reported that the IAD had filed suit in U.S. District Court against Police Supt. James B. Conlisk, Jr., seeking to have him restrain policemen against beating deaf persons when they fail to answer questions. The suit also asked that Superintendent Conlisk be ordered to instruct policemen on the proper handling of deaf persons, particularly in the investigation of a crime.

The **Chicago Daily News** and **Chicago's American** reported on March 19, 1969, that the suit had been dismissed as the result of a mutual agreement between the IAD and Superintendent Conlisk. One condition of the out-of-court settlement is that all police, including plainclothesmen, would be taught a sign by which they were to identify themselves to the deaf. This sign consists of placing the thumb and index finger over the heart (with thumb pointing downward). Deaf persons are to place their hands over their ears to indicate deafness. (They also may point to ears and mouth to show inability to hear or speak.)

As another condition of the settlement, Superintendent Conlisk has agreed to publish an article in the **Daily Police Bulletin**, the **Police Training Bulletin** and the monthly police publication **The Star** to instruct Chicago's 16,000 policemen on the proper treatment of deaf persons. Thus it is expected that all policemen in Chicago will be warned three times on precautions to take in connection with the deaf. In addition, the city counsel has agreed that every deaf person has the right to have not only a lawyer but also an interpreter when accused of a violation of the law.

Attorney Lowell J. Myers has pointed out that the lawsuit was the first of its kind ever filed by deaf people anywhere in the United States. The case was publicized by major Chicago newspapers and, through the news syndicate United Press,

articles on the case appeared in many newspapers throughout the nation, including the huge and famed **New York Times**.

Congratulations go to President John B. Davis and the executive board of IAD for recognizing a serious threat to all deaf people and for taking swift and forceful action to overcome it. Congratulations also go to Attorney Lowell J. Myers for handling the suit in such a manner as to obtain complete and decisive victory for IAD. Once again IAD has shown what the deaf can accomplish when they stand together and present a united front to a hearing world that otherwise would be indifferent and negligent.

* * *

Article Instructs Chicago Police On Contacts with the Deaf

In settlement of the successful suit by the deaf people of Chicago against the police department, officials agreed to conduct an educational program. One part of that program was for the police department to publish information about the deaf in the Chicago Police Department **Training Bulletin**. This has been done, and I am told that 16,000 copies of the **Bulletin** were printed and distributed. This will help to remind police that some people are deaf and to take proper precautions.—Lowell J. Myers, Attorney at Law.

(Below are excerpts from an article "The Deaf and the Police" which appeared in Volume X, Number 14, April 7, 1969, issue of the **Training Bulletin** of the Chicago Police Department, James B. Conlisk, Jr., Superintendent.)

Deaf persons in the United States include at least five percent of the population. . . . Deafness cuts across every level of society from every age level, every race, every occupation and every level of education. This makes it difficult to make any general statement about the deaf that will be completely accurate.

Deafness is caused by a wide range of factors. Many persons are born deaf. Others become deaf at an early age because of childhood illnesses. Injuries, occupational factors, brain conditions and various diseases may produce deafness; and in a large number of cases deafness develops without any ascertainable cause.

. . . A person who becomes deaf in infancy enters a silent world before acquiring the fundamental language skills that are the foundation for all future education. He is cut off from many of the most important and fundamental experiences of life. To give such a child even a rudimentary understanding of language and communication is an immensely difficult task which can be accomplished only by many years of intensive effort by experts in that field.

. . . The police officer must understand that:

1. It is more difficult for abstract intelligence to develop normally when deafness is present from early life;
2. The stress deriving from impaired

hearing causes wholesome emotional adjustment to be more difficult to achieve;

3. Deafness is a handicap which causes greater dependence on others; and

4. The limitation in communication which results greatly increases the difficulties of understanding and relating other people.

Persons who become deaf at an early age are often incorrectly referred to as "deaf-mutes." This label is offensive to deaf people, most of whom have acquired some degree of speech.

There is a basic difference between a person who is actually deaf and one who is pretending to be deaf. A person who is pretending has to make a greater effort to ignore what he hears . . . usually shows by every action and motion that he is trying not to respond to what goes on around him.

A person who is deaf acts in exactly the opposite manner. . . . He constantly watches what is going on around him. He looks from one person to another, trying to catch some clue from their facial expressions as to what is being said. He does not ignore the world. . . . If this basic difference is kept in mind, it is generally quite easy to distinguish between the two types of persons.

Police Procedure Involving Deaf Persons

There are occasions when a police officer has to approach a deaf person because of a violation or suspected violation of the law. . . . In most cases, however, the deaf person will probably point to his ear and indicate by shaking his head that he cannot hear. The officer should watch for this signal.

Although the majority of deaf persons cannot read lips to a degree necessary to provide effective communication, the officer should point to his own lips and SLOWLY ask, "Can you read lips?" If the deaf person shrugs his shoulders, it will no doubt mean that he is unable to understand and therefore cannot read lips.

Then the officer should resort to pencil and pad—unless he is one who can use the deaf person's sign language—stating whatever is necessary to let the deaf person know why he is being approached or held. If communication can be carried on in this way, the officer must let him know if and why he is being arrested, and also inform him of his rights, which include the services of an interpreter: a person who can communicate manually or otherwise with the deaf person, as necessary. If the person is illiterate, he should be handled with discretion by the officer until an interpreter can be obtained. The Communications Center has a list of interpreters who can be called to the proper location to interpret for the deaf person. Organizations which can recommend interpreters are:

1. National Fraternal Society of the Deaf (NFSD), phone 383-4626;
2. Jewish Vocational Service (JVS), phone 346-6700;
3. Illinois Division of Vocational Re-

habilitation (DVR), phone 364-2000, Ext. 2200 or 761-9550;

4. Institute for Study of Exceptional Children and Adults (ISECA), of DePaul University, phone LI 9-6900, Ext. 581.

If the person should start to panic before the officer can determine whether or not the person is deaf, good judgment should be exercised. The lack of response to the spoken word may indicate deafness, so the person should be treated courteously.

Deaf Persons as Witnesses

Deaf persons make good court witnesses, but in order for a deaf person to be a competent witness, there are two fundamental requirements. First, the witness must be able to understand the questions

that are put to him; and he must be able to answer them in some effective manner.

There are two methods generally used to take testimony of a deaf person in court. First, by submitting the questions to the witness in writing and having the witness answer them in writing. Second, by using the sign language of the deaf and having an interpreter to translate the signs. It is generally considered preferable to conduct the examination in the sign language through the use of an interpreter. This method is much faster and, if a properly qualified interpreter is used, it almost always produces better results.

A deaf person may prove to be a very valuable witness. He is likely to remember details that no one else noticed at all or bothered to remember . . .

New York State ICDA Chapters Plan Conference

The Rochester (N.Y.) Chapter No. 12 of the International Catholic Deaf Association will be the host on June 6-8 to a conference of all chapters in New York State. Hotel Cadillac, Chestnut and Elm Streets, Rochester 14604, will be headquarters. The meetings will be held at King's Prep High School. The participating chapters and their roster members are Buffalo 2, New York 11, Rochester 12, Brooklyn 15, Syracuse 25, Triple-Cities 67, Albany 75, Staten Island 80, Nassau County 85 and Suffolk County 93. Presiding at the conference will be Guy Lively, third vice president of the ICDA and a resident of Canada.

The conference was arranged for and coordinated by George P. Konrady, the state secretary, who is a member of New York chapter. Host chairman and conference secretary is Morgan Kent Fenley of 2329 Ridge Road East, Rochester 14622. The Rev. Thomas M. Erdle, Rochester's moderator, of St. Mary's Church, 15 South Street, Rochester 14607, is the host co-chairman and priests and religious representatives should contact him if they plan to attend. Guest of honor at the banquet on Saturday evening will be the Most Right Reverend Fulton J. Sheen, Bishop of Rochester Diocese.

The purpose of the conference is to bring together all the Catholic deaf of the state under the banner of the ICDA, which was founded in 1949, and which has done so much good for the betterment of religious conditions among the Catholic deaf of the United States and Canada. Prior to 1949 the priests working with the deaf and centers of adult deaf were few and far apart, and they had little or no contact with each other. Today that is all changed for the annual ICDA conventions held in northern, eastern, western and southern cities of the two nations have brought them all together for a week of daily Mass and Holy Communion. With full and fruitful deliberations spiced with well-arranged social affairs, many problems that used to exist have been solved. As with all organiza-

tions, new members are welcome and needed to provide future leaders. The young folks of today, of all faiths, to be truthful, seem to wander aimlessly. For those of the Catholic Faith, the ICDA can and must put them on the right path. We ask all our young folk and adults as well, to attend the conference, ask questions, tell their problems and suggest remedies.

To facilitate consideration of the many problems confronting the moderators, the priests, the nuns, the sisters, and brothers, layworkers and the deaf everywhere, the state secretary has appointed a ways and means committee to coordinate its work with the state delegates from all the chapters in prearranging solutions to present to the general sessions of the meetings. This is a first time that the state delegates have been instructed to begin their work upon their elections so that information can be used to the best advantage of the Rochester conference. Last year the Syracuse conference was a tremendous success, not only in attendance but in its work which was attributed to a well-planned round-table discussion of the state secretary's advisory board. The advisory board has been replaced with the deliberations of the delegates first, and the ways and means committee second.

President John Carroll of the ICDA will be present. Joe Youngs, Maine School superintendent, and his wife plan to be there.

Those desiring rooms at Hotel Cadillac and banquet tickets, (at \$3.75 per person) are requested to contact Conference Secretary Morgan Kent Fenley. The banquet check or money order should be payable to St. Francis de Sales Association for the Deaf. The hotel rates are \$4.75 per person in a double room; \$5.00 per person twin bedroom; \$8.00 for a single; and room for three with single beds, \$4.00 per person.

A luncheon is planned Saturday afternoon for all moderators, Rev. Thomas M. Erdle's guests and state delegates.—Thomas J. Gillen, publicity agent for State Secretary George P. Konrady.



At Gallaudet College

Office of Public Relations, 7th St. and Florida Ave., N.E., Washington, D.C. 20002

* The national organization of the Delta Zeta Sorority has donated \$500 to the Edward Miner Gallaudet Memorial Library. "The gift will be used to increase the Gallaudet library's collection of books on art," said Mrs. Lucille H. Pendell, college librarian. The \$500 gift is one of many annual donations the Delta Zeta Sorority has made to Gallaudet College since 1955, when it officially adopted the college as one of its "Adventures in Friendship" projects. The sorority's largest gift to the college was a \$10,000 donation used to purchase the library's birch and maple furniture.

* Norene Nobuko Yayasaki, a senior from Sacramento, Calif., reigned as Sweetheart of the Gallaudet Alpha Sigma Pi Fraternity at the fraternity's recent 20th Annual Carnival. Princesses selected to attend the Sweetheart were Ellen Bronson, a senior from San Carlos, Calif.; Frances Manzella, a senior from Staten Island, N.Y.; Holly Moos, a freshman from Moorestown, N.J.; and Helen Schmitt, a sophomore from Franklinville, N.J.

* The Gallaudet College Dance Group presented its 14th Annual Dance Concert on April 17 and 18 in the college auditorium. The Delta Zeta Sorority sponsored the Friday night, April 18, performance to raise funds for dance scholarships for Gallaudet College students.

At a reception following the April 18 performance in honor of retiring Gallaudet President Leonard M. Elstad, the members of the sorority presented Dr. Elstad with a tie clasp that had the Greek letters of the sorority engraved on it.

The Gallaudet Dance Group is composed of a team of deaf dancers who have become nationally known, especially for their creation of a dance form that is an abstraction of the language of signs.

The group performs before many civic, social and religious organizations annually. This past year the members performed at the Democratic National Convention in Chicago; on Washington, D.C.'s WTTG's television program "Panorama"; on a Mike Douglas Television Show broadcast



At the Careers Day Seminar: Mrs. Donald Padden, Gallaudet instructor in English; Dr. Boyce R. Williams; Dr. Edward C. Merrill, Jr., who will become president of Gallaudet on July 1; and Gallaudet President Dr. Leonard M. Elstad.

in 120 cities; and in a film feature with Nanette Fabray, movie and television star.

* Gallaudet College will hold summer institutes in science and in mathematics for qualified teachers of the deaf. The general objectives are to improve and augment the quality of training available in schools for the deaf and in day schools and classes for the deaf. The science institute, an eight-week seminar, June 23 to August 15, is offered to all who teach any science in grades 3-12. The mathematics institute, a six-week seminar, June 20 to August 8, is offered to teachers of all levels, kindergarten through grade 12 and will include some of the newest innovations in the teaching of mathematics.

* The first annual Careers Day Seminar was held on Wednesday, April 2. It was sponsored jointly by the college and the President's Committee on Employment of the Handicapped. Purpose of the Careers Day Seminar was to offer a broader perspective in the choice of careers to Gallaudet College students. Through this initial effort, the college and the President's Committee hope that they will be able to give nationwide service to the career development needs of all young deaf professionals.

Mrs. Arnold Weber, wife of the Assistant Secretary of Labor, cut the ribbon at the opening ceremonies. Other distinguished guests were Harold Russell, chairman of the President's Committee on Employment of the Handicapped; and Dr. Boyce

R. Williams, chief, Communications Disorders Branch, Rehabilitation Services Administration. Mrs. Winifred W. Scharles, new director of placement at Gallaudet, was in charge of arrangements. Numerous private companies and government agencies sent representatives to discuss career possibilities with Gallaudet students.

* Six seniors and two juniors have been elected to membership in the Phi Alpha Pi Honor Society of Gallaudet College. Members are chosen for their high scholastic accomplishments. The new members are seniors Patricia Costello of Roselle, N.J.; Mary Margaret McCray of Middlebrook, Va.; Rosita Pacto of Cebu City, The Philippines; Jerry Jatho of Seattle, Wash.; Fred Wallace of Tulsa, Okla.; and Thomas Elliott of Orlando, Fla. The two juniors are Joyce Norwood of Norfolk, Va., and Alan Zamochnick of Philadelphia, Pa.

* Five students have been appointed to executive positions with the Student Body Government by the elected president, Jack Lamberton; the executive vice president, James Melby; and the business manager, Kaye Peacock. They are Charmaine Letourneau of Smith, Alberta, Canada, vice president of Academic Affairs and Student Welfare; Judith L. Joiner of Corona, Calif., vice president of Social and Cultural Affairs; Joel L. Silberstein of Fleischmanns, N.Y., vice president of Athletic Affairs; John F. Levesque of Palmer, Mass., vice president of Student Pub-



Students in the background watch as Mrs. Arnold Weber, wife of the Assistant Secretary of Labor, speaks at the opening ceremonies. Father Rudolph Gawlik interprets her remarks at the right. Others in the picture are Harold Russell, chairman of the President's Committee on Employment of the Handicapped, at the left; and Dr. Leonard M. Elstad, Gallaudet president, at the right of Mrs. Weber.

lications; and Frederick W. Orr of Boston, N.Y., parliamentarian.

* Head Seniors for 1969-70 are Nancy Pollock of Charleston, S.C., and Larry Puthoff of Humboldt, S.D. Head Juniors are Florence Herskowitz of Brooklyn, N.Y., and William Lynn Bailes, III, of

Roanoke, Va.; Head Sophomores are Susan Gilmore Bittner of Gray, Pa., and Douglas Alexander of North Wilkesboro, N.C.; and Head Freshmen are Karen Joan Morgan of Medford, Ore., and Brian B. Blevins of Perrysburg, O.

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acter and ability to get along with their fellow students, class heads are considered to be among the most important and most responsible student officers of the college.

* Dr. Edward C. Merrill, Jr., was guest speaker at the annual Charter Day Banquet of the Gallaudet College Alumni Association in Staunton, Va., on April 12.

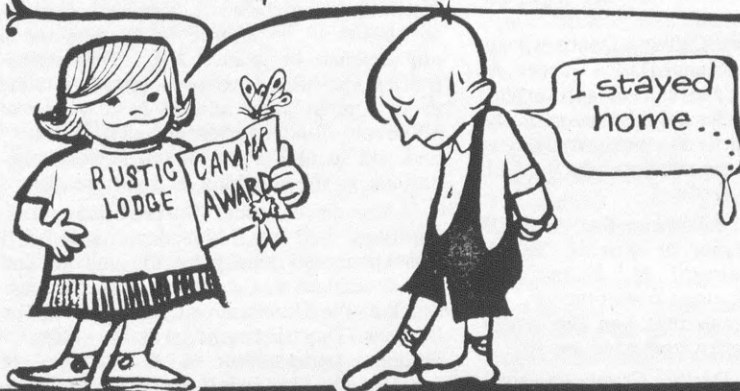
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A Day To Remember For Leon, LACD

Harry L. Baynes Becomes 15th President Of AAAD

By ART KRUGER, Sports Editor

10625 Eastborne Avenue #1

W. Los Angeles, Calif. 90024

Akron did it in 1945! Akron did it again in 1969!

We left Akron 25 years ago, but we have yet to forget the Akron Club of the Deaf which backed us to the limit in putting over the first National Basketball Tournament for the adult deaf. In slightly less than three years we had been an Akronite, the American Athletic Association of the Deaf and the Central Athletic Association of the Deaf were organized through meetings held in Akron and this city was host to two great basketball and softball tournaments. We nursed the Akron club through its infancy and made it known nationally and helped the national and regional athletic associations of the deaf to achieve high ideals.

The people in Akron were one of the finest group of deaf people we had known. All were well-mannered, prosperous-looking and intelligent, a credit to society. These people came from nearly every state in the Union, to prove that they could get together to put over that great tournament of 25 years ago.

And now the AAAD is 25 years old. Little did we realize back in 1945 that the AAAD would grow and grow to its present proportions . . . thanks to the Akron Club of the Deaf.

It was indeed a pleasure to return to Akron for the 25th tournament and to meet a large group of old and new friends. The old friends were those we knew while we were in Akron during World War II

and the new ones we made during the meet.

Akron has not grown much. In 1945 it was a city of about 275,000 people. Today it has a population of 290,000, an increase of only 15,000. Yet Akron is the smallest city in the history of the AAAD to be able to put over two highly successful national basketball tournaments.

Mayflower Hotel was the largest hotel in Akron in 1945. Today it is still the largest, and it served as the headquarters of the silver anniversary celebration. Naturally it could not accommodate a crowd of around 3,000 people for the tournament ball. And for the first time in AAAD history the ball was held in two different locations, the other being at University of Akron's Memorial Hall gymnasium where various queen contests were held.

A record 75 delegates attended the 25th annual AAAD board of directors meeting. A record 800 silver anniversary celebrants attended at the AAAD Hall of Fame luncheon. A record crowd witnessed the opening games on Thursday night at the Akron U.'s Memorial Hall gym. And over 3,000 attended the championship game on Saturday afternoon.

And what happened at 4 p.m. Saturday, March 29, 1969?

Across his face spread a smile that surely must have stretched 6 feet, 8 inches wide.

He was proudly waving his left index finger. And from his right hand sprouted

three more long, delicate fingers.

He was standing there waving at the LACD rooters who had cheered him from the beginning—and who had waited so long for the inevitable to happen.

Soon he was arm-in-arm with his coach who has been his "father" and advisor. And then he was holding both hands aloft again—four fingers raised in one, the index finger on the other.

Those were the fingers that had just etched his name into the AAAD basketball immortality. They were the fingers of Leon Orlient Grant, and they had just finished molding the LACD Angels into the legend that everybody expected them to be four winters ago.

Now this is the Leon Grant era. A record four AAAD championships in a row—that's what the four fingers stood for. The No. 1 team in the land—that's what the index finger was all about.

And the ending came Saturday afternoon with a well-earned 93-82 victory over New York Union League of the Deaf—a triumph that hoisted Los Angeles Club of the Deaf to an unprecedented fifth national crown in 25 years.

It was Big Leon at his finest. He treated 3,000 Memorial Hall witnesses to a virtuoso performance. He was the epitome of strength, speed and touch—28 points, and countless rebounds and all those intimidating things he does to the enemy.

Lou Dyer became the only coach ever to win five national titles. Gaining the silver anniversary championship, his LACD five won the tournament in its second year, 1946.

"I had no doubt that we were capable of winning it," said Dyer. "We were flat recently. We did not play well against Washington, but when I saw Houston beat Oakland for third place, I began to think that maybe we did."

And could he tell whether Leon Grant was going to play an inspired game?

"Yes, I could," he said, grinning. "And when I saw that he was ready to play I felt a lot more ready, too."

When it was over, Grant was decorated with more honors—the first player ever to win the tournament's Most Valuable Player award for the third time in the last four years, bettering two-time winner, Little Rock's fabulous Clyde Nutt (1951 and 1953).

It was a blend of too much skill and muscle from the rest of the LACD team, too. Jerry Moore, the 6-1, 185-pound guard who was the only other Angel to make the all-tourney first team, played his



CHAMPIONS AGAIN—Los Angeles Club of the Deaf won its fourth straight AAAD basketball title at the 25th anniversary tournament in Akron. Standing, left to right: Grier Nave who presented the trophy on behalf of Akron Club of the Deaf; James Barrack, AAAD president; LA Coach Lou Dyer, Leroy Bookman, Maurice Mosely, Leon Grant, James Renshaw, Jerry Moore, Darby Burrell. Front row, left to right: Reece Cain, Norman Green, Manager Saul Lukacs, Athletic Director Marvin Greenstone, Billy Spears.



RUNNERUP—Union League Club of the Deaf of New York City was second in the Akron cagefest. Standing, left to right: James Barrack, AAAD president; Mair Russo who presented the trophy in behalf of Akron Div. No. 55 of the NFSD; Jacob Antol, Harry Storch, Stanley Nasukiewicz, Danny Fine, Coach Dan Pordum. Kneeling, left to right: Paul Kaessler, Robert Watts, Thomas Samuels, Joseph Leccese, Manager Howard Partnow. Missing from picture: Rich Ronney.

finest AAAD game in three years and pumped in 21 points; Leroy Bookman, a forward changed to guard when Maurice Mosley sprained his ankle in the Houston game, showed fine ball-handling and lobbed in 23 points, and Reece Cain, a 6-1 newcomer from the North Carolina School for the Negro Deaf, supplied the inside power for 11 points and proved a fine replacement for injured Mosley.

Los Angeles rolled up a 51-38 halftime margin in the title game and was never headed. Paul Kaessler and Jacob Antol poured in 23 and 15 respectively for the New York club.

In other Saturday afternoon games, Houston upset Oakland, 77-75, to gain third place, and Minnesota, the surprise team of the tourney, defeated Washington, 80-75, to take fifth-place honors.

Without the services of three aging Nutt brothers, Clyde, Fay and Houston, Houston's victory came on balanced scoring. Ron Emerson scored 18, John Bookman and Mel Lowe 17 each and Willie Lott 11, while Oakland was led by 6-6 center Bob O'Donnell's 34.

A silver painted basketball was tossed up during the opening tipoff Thursday evening. Then it was put on a silver cup with marble base and presented to Art Kruger who was first general chairman of the AAAD national cagefest 25 years ago.

And what a game in the opening clash!

Washington, D.C., and a stubborn electric clock created most of the excitement as the silver anniversary basketball tour-

namment got underway. Despite the complications, Los Angeles began a successful defense of its national title, defeating the spunky D.C. cagers in overtime, 79-76. The electric timepiece never did respond to emergency treatment, adding to the tension—particularly in the tourney's opening clash between Los Angeles and upstart Washington.

With John Kaleta, former St. Rita and Gallaudet cage star, popping in 17 points before fouling out and teammates Don Maynard and Mike Dorrell adding 22 and 13, respectively, Washington carried Los Angeles, seeking its fourth straight national championship down to the wire.

Los Angeles led by 38-35 at intermission but it was 72-all at the end of regulation time. Leroy Bookman (22), Jerry Moore (20) and Leon Grant (16) mustered too much firepower for the losers.

"Yes, I was worried," said Lou Dyer. "If we were going to lose, however, I thought it would probably happen when we did play well, and when the other team would have a great night. But in this game, we really played poorly. LACD did not play defense as it should be played, and the DC's shots were swishing in from long range. You should have seen what I said to my boys in the dressing room after this game, and I hoped they would listen and play what they should in the remaining two games."

After this heart-throbbing game, the silver anniversary spectators continued to see more exciting contests throughout the tournament. All of them except one were closely contested, and everybody agreed

that the games as a whole were the best in 25 years.

In other Thursday first round games, the record first-night crowd saw No. 3 seeded New York come from behind a 33-28 halftime deficit to down tournament host Akron, 62-56, and No. 2 seeded Oakland break a 32-32 deadlock to trip Minneapolis, 68-64.

Playing without regional most valuable player Charles Mix, 6-3 senior at the Indiana School for the Deaf but ineligible for high school competition and last year's Jr. NAD Athlete of the Year, shelved after surgery on an injured finger, fourth seeded Indianapolis led Houston, 23-21, at the break before bowing, 65-57.

Los Angeles Nearer 4th AAAD Title Meets New York in Final

The LACD Angels did listen to Coach Lou Dyer's heated lecture Thursday night as they swept past Houston impressively Friday night in semifinal action, 97-56, with five players popping in double figures—Jim Renshaw (20), 6-8 Leon Grant (19), Jerry Moore (15), Leroy Bookman (15) and Reece Cain (10). After scoring 8 points, veteran Maurice Mosley sprained his ankle early in the game and was carried off the court. However, with the insertion of 6-1 Reece Cain in the lineup, LACD seemed to play much better ball.

New York meanwhile experienced tougher opposition from Oakland in winning, 74-69. The Eastern champion likewise displayed a solid one-two punch with Jacob Antol caging 24 and Paul Kaessler 22 points, thereby offsetting a 23-point spree by the losers' Bob O'Donnell.

Ronald Emerson, 6-4 graduate of Jack Yates High School in Houston and a former Prairie View A&M student, caged 22 points in a valiant bid to keep Houston in contention in tussle with Los Angeles but the latter rang up a 48-30 halftime advantage and steadily pulled away.

New York held a 37-32 lead when the semifinalists took their rest at intermission and that margin—five points—represented the final difference. Danny Fine, Union League's 34-year-old, 6-1 veteran guard and former Textile High School cage star, chipped in 12 points for New York, while Jim Reineck, Gary Hendrix and Kevin Milligan hit that same total for the losers.

Minneapolis qualified to meet Washington for the consolation championship, equivalent to fifth place, by storming from behind a 41-37 halftime deficit to trip Akron, 81-70. Francis Ninnemann with 25 points, Ralph Fuechtman with 22 and Ron Johnson with 18 led the winners. Bill Wires, who was a member of the USA cage squad at the '61 Helsinki Games, had 20 for

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Akron, followed by Jerry Studer with 19. Ninnemann and Studer were schoolmates at St. Rita School for the Deaf in Cincinnati.

Charles Mix finally showed up but with a bandaged finger and, of course, this hampered his shooting ability in the other consolation game against Washington. However, he did show us some fine rebounding and is the player to be watched in the future. His 11 points, added to Earl Swanigan's 26 and 13 by Dick Kinney, however, didn't bring it off as Washington won, 80-68. For the perennial Southeast champion it was John Kaleta and 6-3 Jim Niemi with 19 apiece and Don Maynard with 16.

LOS ANGELES—79

Grant 4-8-16, Burrell 0-0-0, Moore 8-4-20, Green 0-0-0, Mosley 2-1-5, Bookman 9-4-22, Renshaw 4-1-9, Spears 1-1-3, Cain 2-0-4. Totals 30-19-79.

WASHINGTON—76

Dorrell 4-5-13, Buemi 4-0-8, Friend 0-0-0, Maynard 11-0-22, Winalski 0-0-0, Kaleta 6-5-17, Zarembka 3-0-6, Niemi 2-0-4, Macfadden 2-2-6, Tyhurst 0-0-0. Totals 32-12-76.

Score at half: 38-35, Los Angeles.

HOUSTON—65

Woodside 3-0-6, Lott 1-0-2, Clyde Nutt 4-2-10, Emerson 6-5-17, Fay Nutt 2-0-4, John Bookman 6-0-12, Jeff Bookman 0-1-1, Lowe 3-4-10, Smith 0-0-0, Houston Nutt 1-1-3. Totals 26-13-65.

INDIANAPOLIS—57

Kinney 6-1-13, Dickover 4-1-9, Swanigan 6-2-14, Barnett 2-1-5, Samuels 1-1-3, Boyd 1-3-5, Tinsley 4-0-8, Marshall 0-0-0, Eaton 0-0-0. Totals 24-9-57.

Score at half: 23-21, Indianapolis.

NEW YORK UL—62

Lecesse 7-0-14, Antol 2-0-4, Kaessler 6-3-15, Watts 2-0-4, Rooney 5-1-11, Storch 0-1-1, Fine 4-2-10, Samuels 0-3-3. Totals 26-10-62.

AKRON—56

Bittner 3-2-8, Studer 8-1-17, Beldon 1-0-2, Hogg 2-0-4, Larson 0-2-2, Wires 4-1-9, Hartman 6-2-14, Kuhel 0-0-0, Cohen 0-0-0, Early 0-0-0. Totals 24-8-56.

Score at half: 33-28, Akron.

OAKLAND—68

Reineck 2-1-5, Duncan 0-0-0, O'Donnell 12-8-32, Pedersen 2-0-4, Gary Hendrix 9-0-18, Rich Hendrix 2-1-5, Amundsen 1-0-2, Milligan 1-0-2, Velez 0-0-0. Totals 29-10-68.

MINNEPAUL—64

Ninnemann 0-3-3, Specht 0-0-0, Meier 0-0-0, Abraham 0-0-0, Hendrickson 1-0-2, Buchholz 4-0-8, Potter 3-0-6, Fuechtmann 7-4-18, Herzig 6-1-13, Johnson 4-6-14. Totals 25-14-64.

Score at half: 32-all.



800 silver anniversary celebrants watched as these gentlemen were honored at the AAAD Hall of Fame luncheon held at Akron University's Gardner Student Center. Left to right: Art Kruger, founder of the AAAD; Leon Orliant Grant, Athlete of the Year for 1968; and three newest additions to the Hall, Edward C. Carney (leader), Earl Roberts (coach) and Joe Allen (athlete).

CONSOLATION SEMIFINALS

WASHINGTON—80

Dorrell 1-0-2, Buemi 5-0-10, Friend 1-0-2, Maynard 8-0-16, Winalski 2-2-6, Kaleta 8-3-19, Zarembka 3-0-6, Niemi 7-5-19, Macfadden 0-0-0, Tyhurst 0-0-0. Totals 35-10-80.

INDIANAPOLIS—68

Samuels 2-0-4, Eaton 0-0-0, Swanigan 11-4-26, Dickover 3-0-6, Mix 2-7-11, Tinsley 1-0-2, Kinney 5-3-13, Marshall 0-0-0, Barrett 2-2-6, Boyd 0-0-0. Totals 26-16-68.

Score at half: 36-29, Washington.

MINNEPAUL—81

Ninnemann 9-7-25, Specht 0-0-0, Abraham 0-0-0, Hendrickson 1-0-2, Buchholz 3-0-6, Potter 0-0-0, Fuechtmann 7-8-22, Herzig 4-0-8, Johnson 9-0-18. Totals 33-15-81.

AKRON—70

Bittner 1-0-2, Beldon 4-2-10, Studer 6-7-19, Hogg 0-0-0, Larson 0-1-1, Wires 7-6-20, Hartman 5-0-10, Kuhel 3-2-8, Cohen 0-0-0. Totals 26-18-70.

Score at half: 41-37, Akron.

CHAMPIONSHIP SEMIFINALS

LOS ANGELES—97

Grant 6-7-19, Burrell 1-0-2, Moore 6-3-15, Green 0-0-0, Mosely 4-0-8, Bookman 7-1-15, Renshaw 9-2-20, Spears 4-0-8, Cain 4-2-10. Totals 41-15-97.

HOUSTON—56

Woodside 4-0-8, Lott 0-0-0, Malone 1-0-2, Clyde Nutt 4-0-8, Emerson 9-4-22, Fay Nutt 1-0-2, John Bookman 5-1-11, Lowe 1-0-2, Smith 0-0-0, Houston Nutt 0-1-1. Totals 25-6-56.

Score at half: 48-30, Los Angeles.

NEW YORK UL—74

Lecesse 4-0-8, Antol 5-14-24, Kaessler 10-2-22, Watts 1-0-2, Rooney 2-0-4, Storch 0-0-0, Fine 3-6-12, Samuels 1-0-2. Totals 26-22-74.

OAKLAND—69

Reineck 6-0-12, Duncan 1-0-2, O'Donnell 7-9-23, Pedersen 0-0-0, Gary Hendrix 6-0-12, Rich Hendrix 4-0-8, Amundsen 0-0-0, Milligan 5-2-12, Velez 0-0-0. Totals 29-11-69.

Score at half: 37-32, New York.

FIFTH PLACE GAME

MINNEPAUL—80

Ninnemann 5-5-15, Abraham 1-0-2, Hendrickson 2-0-4, Buchholz 5-0-10, Potter 0-0-0, Fuechtmann 7-4-18, Herzig 5-1-11, Johnson 8-4-20. Totals 33-14-80.

WASHINGTON—75

Dorrell 3-0-6, Macfadden 1-0-2, Buemi 1-0-2, Friend 0-0-0, Maynard 10-1-21, Zarembka 7-1-15, Winalski 0-0-0, Kaleta 5-4-14, Niemi 6-3-15. Totals 33-9-75.

Score at half: 42-all.

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THIRD PLACE GAME

HOUSTON—77

Woodside 4-1-9, Emerson 6-6-18, John Bookman 8-1-17, Lott 4-3-11, Smith 1-0-2, Lowe 8-1-17, Houston Nutt 0-3-3. Totals 31-15-77.

OAKLAND—75

Reineck 4-1-9, Duncan 0-0-0, O'Donnell 15-4-34, Pedersen 0-1-1, Gary Hendrix 3-1-7, Rich Hendrix 0-0-0, Amundsen 0-0-0, Milligan 9-4-22, Velez 1-0-2. Totals 32-11-75.
Score at half: 37-33, Houston.

CHAMPIONSHIP FINALS

LOS ANGELES—93

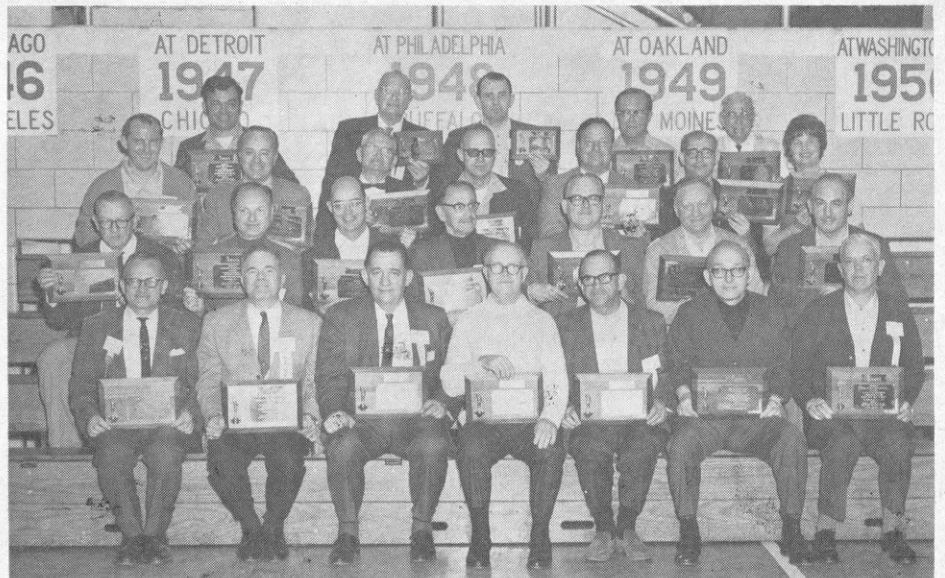
Grant 13-2-28, Moore 9-3-21, Green 0-1-1, Bookman 10-3-23, Renshaw 2-4-8, Spears 0-1-1, Cain 5-1-11. Totals 39-15-93.

NEW YORK UL—82

Lecesse 4-0-8, Antol 6-3-15, Kaessler 10-3-23, Watts 5-0-10, Rooney 5-0-10, Storch 0-2-2, Fine 3-2-8, Samuels 3-0-6. Totals 36-10-82.
Score at half: 51-38, Los Angeles.

Bob O'Donnell, a 6-6 former cager at San Francisco State University, accumulated 89 points in three games to take the scoring title of the 25th tournament. Other top scorers in three games were Leon Grant of Los Angeles, 63; Leroy Bookman of Los Angeles, 60; Paul Kaessler of New York Union League, 60; Don Maynard of Washington, 59; Ralph Fuechtmann of Minnepaul, 58; Ron Emerson of Houston, 57; Jerry Moore of Los Angeles, 56; Ron Johnson of Minnepaul, 52, and John Kaleta of Washington, 50.

All of these top point-getters except Kaleta were picked for the all-tourney teams with Grant, O'Donnell, Kaessler, Moore and Maynard rounding out the all-star first five. Jacob Antol of New York Union League was the choice for the second all-tournament together with



PAST HOSTS HONORED—These individuals holding plaques represented past host clubs of the AAAD National Basketball Tournaments. Each club was recognized at the Akron 25th anniversary tournament.

Bookman, Johnson, Fuechtmann and Emerson.

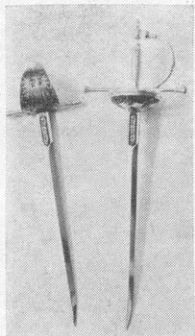
The United States World Games for the Deaf Committee met immediately after the championship game to determine who should represent the United States in basketball at Yugo 69. Since they were very much pleased with the choices for the all-tourney teams, they voted unanimously to have them picked for the USA cage squad, but they added two

more players for the team. They are John Kaleta and Jerry Studer, 6-1 forward of Akron. An all-time cage great at the St. Rita School for the Deaf, Studer got the individual sportsmanship trophy.

Lou Dyer, who easily won the Coach of the Tourney award, was our first choice as coach of the USA basketball team. Since he is not in the best of health, Dyer decided he couldn't make

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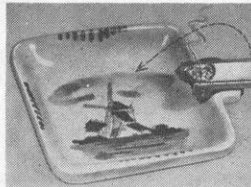
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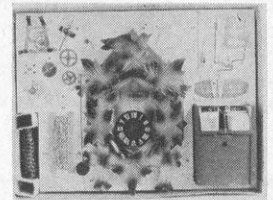
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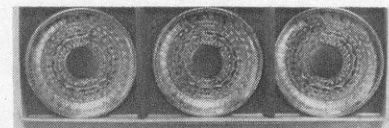
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New officers of the AAAD who were sworn in by retiring president James A. Barrack. Left to right: Richard Caswell, publicity director; Herb Schreiber, secretary-treasurer; George Elliott, vice president, and Harry L. Baynes, president.

it, so Anthony Panella of Swarthmore, Pa., who coached Milwaukee Silent Club to two straight AAAD championships in 1954-55, and himself an AAAD Hall of Famer, was officially appointed as the USA basketball coach, with alternate selection going to Dan Pordum of New York Union League.

It will be a repeat performance in the world basketball competition for Jacob Antol and Paul Kaessler . . . Antol in 1961 and Kaessler in 1965.

* * *

Smiling Joe Allen, end and quarterback for the Goodyear Silent football teams of 50 years ago, looked taller than his 5-6 today.

The ex-Akronite and former Akron Beacon Journal linotype operator was inducted into the AAAD Hall of Fame at a luncheon held at Akron U's Gardner Student Center, Friday noon. Allen came to Akron from Miami, Fla., where he is now living with his wife.

The 800 silver anniversary celebrants watched as Allen and two others joined the greats of the deaf athletic world. Allen's fellow inductees were Edward Carney, Beltsville, Md., sports leader, and Earl Roberts, Michigan School for the Deaf, coach.

The 6-8 Leon Orlient Grant, who led Los Angeles Club of the Deaf to three straight national titles, was honored as the AAAD athlete of the year for 1968.

Carney, former secretary of the Akron Club of the Deaf, helped lay the groundwork for the AAAD organized there 25 years ago, and he recorded the proceedings of the first AAAD annual meeting. He was also AAAD vice president for three years and AAAD president for two years. His whole family as well as relatives from Canton, Ohio, were at the luncheon to see Ed honored. Former Galaudet College cage star Roberts has coached the Michigan School for the Deaf at Flint for 26 years. He is 6 feet, 3 inches tall but reported that all of his four sons are taller than he.

And Art Kruger, founder of the AAAD, was all tears when he was told that the board of directors at its 25th annual meeting on Friday morning voted to award him a lifetime pass for his unselfish and untiring services to the AAAD. This pass will be in the form of a silver plated card admitting him to all events sponsored by the AAAD and its regional affiliates.

Hall of Fame chairman Herb Schreiber of Inglewood, Calif., made the awards. Akronite Lawrence J. Nine was toastmaster with Mrs. Ruth Simpson as interpreter.

Ex-Cleveland Indian catcher Luke Sewell was the main speaker. At the conclusion of his speech, he asked the celebrants to ask him a few questions. Sewell said he was surprised that the deaf do know baseball. Giving the invocation was the Rev. Guy Morton, Jr., of Lorain, son of the late Indian pitcher, Guy Morton.

It was interesting to note at the luncheon that ex-Akronites are now leaders of the various national organizations. They are Frank Sullivan of Chicago, Ill., president of NFSD; Robert Lankenau, still an Akronite, president of NAD; Edward Carney, president of COSD; Fred Schreiber of Washington, D.C., executive secretary of NAD, and Art Kruger of West Los Angeles, Calif., chairman of USA-WGD Committee.

Goodyear Silents, 1922 claimants to the Ohio semipro football title, had a banner reunion at the luncheon. They were Joe Allen, a player inductee; Charles Marshall of Jacksonville, Ill.; Buck Ewing of Louisville, Ky.; and Tom Cuscaden of Omaha, Neb. The latter three preceded Allen into the Hall of Fame. Missing were two other Hall of Famers, Fred Moore and Louis Seinensohn, both of whom passed away several years ago. There was a table reserved for them and other former Goodyear Silents such as Winfield Roller, who still lives in Akron, and Harley Stottler now of Los Angeles, Calif.

Also seated at the same table was Kimber Dyer (no relation to Lou Dyer) who was the Silents' 1922 and 1923 coach. It was a pleasure to be introduced to this Dyer guy. He is a squarely-built man who still looks vigorous and powerful enough to butt heads with a goat. Little wonder. He was born and reared in a part of Pennsylvania where they lined football fields with coal dust. His nose veers slightly to port but otherwise he shows no scars from his days as a two-way tackle for Frackville, Pa., High School, Bucknell University, Goodyear Regulars and Goodyear Silents. After two years at Bucknell he ended up in the U.S. Army in 1917. He then began a 25-year association with Goodyear in '19. He knew Russ Moore, (brother of the late Fred) who was manager and interpreter for the Silents. One thing led to another; Dyer began coaching the team in 1922. He said, "We played, not for money, but for fun. Otherwise there wouldn't have been any reason for us to take on the Philadelphia Yellow-

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jackets twice in one season in Steubenville, Ohio—the Yellowjackets who had seven All-Americans! Tied them 0-0 and lost by 6-0. There were a handful of hearing members on the Silents like Myers Christner, later K.O. Christner of heavy-weight boxing fame; Dutch Wallace, the tremendous kicker; Bert Yackee, Jim Burley, and Dyer.

But others—notably Dewey Deer, Louis Seinensohn, Winfield Roller, Charles Marshall, Lou Davis, George Barron, Joe Allen and Ewing—were Silents in fact as well as name.

And it was good to see Buck Ewing again. He was an early arrival and was a source of information on the Goodyear Silents for whom he was iron man football center from 1916 through 1927. He came to Akron to see his old friend and teammate, Smiling Joe Allen, inducted into the AAAD Hall of Fame.

Allen played with the Silents seven seasons—all of them with Ewing who, from his center position, snapped the football to the 145-pound Allen from a back-to-back stance which permitted the quarterback to face the ball carriers. So for obvious reasons, the rapport between the two was tremendously important to the Silents' success which was achieved in generous slabs, as witness Ohio semipro title claims staked in 1918, 1920, 1921 and 1922.

The energetic Ewing already is campaigning for Roller as prospective AAAD



10/25 POW WOW AT AKRON—Attendance at 10 or more American Athletic Association of the Deaf national basketball tournament qualifies one for membership in the 10/25 Club, originated by Charley Whisman at the 1953 tournament held in Milwaukee. At present there are about 25 "Indians" in the club which holds annual pow wows. In the picture above Big Chief Whisman is presenting scrolls and silver emblems to Leonard Warshawsky, Chicago (extreme left), and Tom Elliott, Los Angeles (second from left), as the first members to attend 25 tournaments. Partially hidden is Dudley Cutshaw, medicine man. Solomon Deitch (between Elliott and Whisman) is 10/25 Little Chief.

Hall of Fame inductee, basing his efforts on the substantial contributions the Salida, Colo., athlete made over an 11-season span. Actually sports came easy for Roller who had the coordination which made him a skilled swimmer, diver and baseball-basketball-football player. After an apprenticeship in Denver YMCA, Gal-

laudet College and semipro circles, Roller played for Goodyear Silent varsities on gridiron, court and diamond and still managed to find time to become a Summit Beach Park swimming and diving trophy winner. His versatility is reflected in the fact he played guard, tackle and halfback for those Silent football teams of 50 years

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ago while winning game after game with his place kicking. A 35-yard placement beat the Sebring Tigers, 3-0, and a 30-yarder turned back the Wagner Pirates, 10-7. Another 35-yarder upended the Sandusky Maroons 10-9—in the final two seconds of play! His conversions by place kick represented the margin on innumerable occasions. One memorable day in 1921 he had 11 such placements. Roller is now 79.

* * *

The law committee report as usual was the most important item of the 25th annual AAAD board of directors meeting as it was in the previous 24 meetings.

An innovation of the meeting was the use of an overhead projector to show the report of the Law Committee. This certainly cut meeting time and allowed more time for reunions. Thanks to Ronald Sutcliffe, secretary-treasurer, for this idea and Ed Carney for getting the Captioned Films to loan the projector. As a result of the use of the projector, the meeting adjourned sine die before noon Friday.

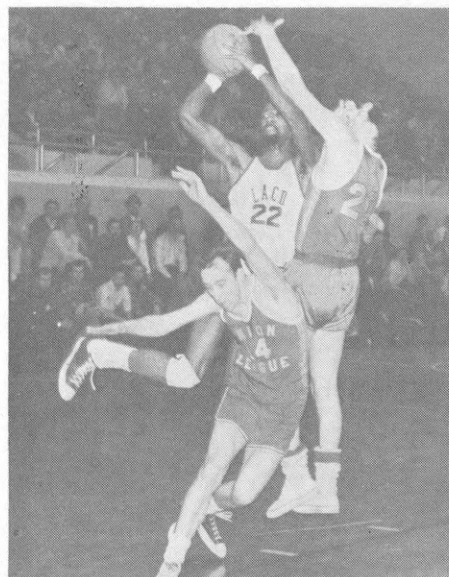
Election of officers was the most hotly contested in 25 years. Harry L. Baynes of Talladega, Ala., after serving the Southeast Athletic Association of the Deaf capably for countless years, finally became the 15th president of the AAAD, defeating an equally capable man, Jerald

Jordan of Adelphia, Md. George Elliott of La Puente, Calif., was reelected vice president on the second ballot over Murray Finkelstein of Elmont, L.I., N.Y., and William Schyman of Washington, D.C. Ronald Sutcliffe of Hyattsville, Md., chose not to run again for the secretary-treasurer post, and Herb Schreiber of Inglewood, Calif., edged Richard Caswell of Silver Spring, Md., for this office. The latter, however, was elected publicity director over Murray Finkelstein and Schyman.

* * *

As usual trophies were awarded to teams and players competing in the tournament, but this time they were in SILVER.

"We would be remiss not to mention our grateful thanks to all past officers—national and regional—for having served the AAAD so well thus enabling us to reach our 25th anniversary." This is what James A. Barrack wrote in his presidential greetings in the program book. In recognition of about 25 strong-willed deaf persons who have contributed so much of their time, energy and money in keeping the AAAD going so well for 25 years, and have pooled their talents and know-how in putting the AAAD on a solid foundation, each was awarded a pair of "The Thinker" bookends. And



GRANT UP—This action picture taken at the 25th AAAD National Basketball Tournament shows Los Angeles' Leon Grant grabbing a rebound with Anfol (14) and Ronney (20) of Union League as competitors.

special awards in the form of the sizable "The Thinker" statues were presented to Art Kruger and the Akron Club of the Deaf in behalf of the late S. Robey Burns.

"For 25 years the AAAD has been a shining beacon in the affairs of the deaf of the United States, and each tournament committee has striven to make their tournament better than the ones that went before. People in general have come to know that these affairs are worth attending, and interest has grown throughout the years from the first beginning here in Akron. LET US pause for a moment, then, to give thanks to the people who have served on these 25 tournament committees; who have given years and months of their lives, given their time, their sweat, and indeed, their tears, to make each tournament the success it was. To these people, all of us owe a deep vote of appreciation." George Elliott wrote this. If it were not for those stubborn and hard-working committees of each host club since 1945, we would have stopped staging annual AAAD basketball tournaments long ago. Since all host clubs have contributed much to keeping AAAD tournaments going, it was fitting and proper that those clubs were honored during the Silver Anniversary Celebration, and each was presented with a silver plaque.

"This is the dream of Art Kruger and his builders who, back in 1945, were optimistic enough to establish the then American Athletic Union of the Deaf. Today, we can see the pride in their eyes as they view the growth of membership of well over 120 clubs composed of almost 11,000 members." Ronald Sutcliffe penned this in his greetings.

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Here Jack Falcon (left), general chairman of the AAAD Silver Anniversary Tournament, is presenting a silver key to Art Kruger, founder and Father of the AAAD. The presentation was made when they were in New York City last year. And Art returned to Akron to see that "Great AAAD from little Akron grew."

The local committee compiled an impressive AAAD Silver Anniversary National Basketball Tournament program book. The cover naturally was in silver and on the cover were miniatures of the front covers of booklets of past tournaments. It also contained the proceedings of the first AAAD annual meeting and the first report of the president showing how the AAAD had progressed in a very satisfactory manner since the organizing meeting at Akron, Ohio, on Friday, March 13, 1945. The book does not contain a picture of Jack Falcon who served as general chairman of the tournament. Jack made it known that the meet was not the work of just one man but of the committee composed of 71 faithful members of the Akron Club of the Deaf. However, we all admired Jack for his coolness here, there and everywhere.

And best of all, it was a reunion of the

members of the first committee of the 1945 tournament. Only Teddy Cutshaw was missing as he passed away several years ago. Other members presented were Art Kruger, general chairman; James Nine, reservations; Albert Mehl, treasurer; George Burket, program, and Edward Wilson, tickets. Nine, Burket and Wilson are still living in Akron, with Wilson and Burket now serving as president and secretary, respectively, of the Akron Club of the Deaf. Mehl is now printing instructor at the North Carolina School for the Deaf. It was interesting to note their pictures as they were in 1945 and as they were in the program book. They seemed not to have aged greatly during those 25 years.

Let's conclude the story by printing CISS Representative Jerald Jordan's message in the program book . . .

"The old saying 'Great oaks from little acorns grow' was never truer than in the case of the AAAD. Host Akron is to be congratulated and admired for meeting a challenge 25 years ago. The sporting life of the deaf is much richer because they did.

"Today we meet not only to find out which team is the best but also to honor Akron and its stalwart members for their foresight 25 years ago. Their baby is quite a man today.

"Perhaps we should change the saying to 'Great AAAD from little Akron grew.'"

How true! And it will be Oakland from little Akron grew next year . . . April 1-2-3-4, 1970. It will be under the sponsorship of the East Bay Club of the Deaf, Inc. This will be its second meet, the first one being in 1949. And Harry M. Jacobs again will serve as general chairman.

Thank you, Akron Club of the Deaf, Inc. Our heart really warmed during those memorable days . . . March 26-27-28-29, 1969!

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Gallaudet College's 1969 baseball team opened its 16-game season in March with Dr. Leonard M. Elstad throwing out the first ball. Kneeling in front: Vaughan Hallada, Port Washington, Wisc.; George Sierra, Calexico, Calif.; Bill Baxter, Rockford, Ill.; Joe Anderson, Hammond, Wisc.; Bill Andrews, Huntington Beach, Calif.; Mike Hummel, Quincy, Ill.; Monte Richardson, Los Angeles, Calif.; John Stockman, Monrovia, Calif.; Karl Ungewitter, Evanston, Ill.; Frank Turk, Jr., Kendall Green, Gallaudet College (batboy). Standing in rear: Tom Simpson, trainer; Larry Fleischer, assistant coach; Tom Bastean, Chesterfield, Mo.; Martin Minter, Coach; Dennis Berrigan, Baldwinville, N.Y.; Jeff Lenham, Glendora, Calif.; Robert Ellis, Los Angeles, Calif.; Henry Evans, Stow, Ohio; Nick Imme, Warehouse Point, Conn.; Alan Ander, Rego Park, N.Y.; Lory Kuschmider, Cleveland, Ohio; Alex Slappey, Avondale Estates, Ga.; Harry Warner, Westmont, N.J.; Andy Duhon, Akron, Ohio; Tom Blick, Baltimore, Md., manager; John Kalefa, assistant manager.

On seven different occasions this year I have been invited to talk to various groups, mostly to parents of deaf children. The following talk was delivered at a PTCA panel meeting at the California School for the Deaf, Riverside:

Anyone who was associated with me, after I became deaf at the age of five from mastoiditis, would have thought that Dennis the Menace was an angel. I took out my frustrations at being deaf by thrusting my fist through a pane of glass, by shooing customers out of my father's bakery, by sitting on a wedding cake he had just made and by bullying weaker members of my class at the Lexington School for the Deaf located in New York City. An older deaf person at this school described me as a chicken still jumping around after its head had been chopped off. She meant I was jumping around, talking to anyone in sight, acting as if I still could hear.

Even a child soon learns the hard realities of life. Home from school, I tried to act just like any other kid, but I soon found out that talking to and trying to understand what others were saying were two different things. Children and adolescents are not as patient or understanding as adults (at least, some adults) and I soon found myself with a brand new basketball in my hands and no one to play with.

Human beings are a highly adaptable species (except when they appear in divorce court) and since we deaf belonged

to the human race we learned that the best thing to do was to spend a weekend at a deaf friend's house—of the same sex, of course.

My parents and two brothers were all heart, smothering me in love. They never laid a finger on me (my wife sometimes wishes it were otherwise) even when I sat on that wedding cake. My parents would repeat a word 10 times before I finally understood. It often left us emotionally exhausted and, without thinking of it or meaning to, the framework of communication within which we moved tended to be restricted to such essentials as: It is time to eat; we are going out and will be back, be good, etc. A visit to relatives involved group dynamics that left a deaf person out in the cold. When I asked what they were talking about, "Nothing important," was their answer. I soon learned to curl myself up in a corner with a book.

One of my brothers could fingerspell a little and he would tell me in a few words what a two-hour movie was all about. I would attend theatres where foreign films were being shown because they had English captions but the women in those films were often undressing and it was difficult to keep my eyes on them and the captions at the same time. Now that American films are being captioned for the deaf I do not understand how, in my salad days, I ever sat still for three or four hours at a movie house.

Let me tell you what deafness is. Deaf-

ness is continuing to use the vacuum cleaner when the plug has been jerked out of its socket; being singled out for a chat by talkative persons although there are hundreds around you who can hear; nodding, making faces, and pretending you understand instead of telling the person he might as well be talking in Swahili; smiling when the person is telling you about his wife who has just died and contorting your face into a sad expression when you are told the funniest joke known to man.

Deafness is wondering if the persons over there are talking about you and laughing at you; wondering what you would do if you were in a bank at the exact moment it was being robbed by those wearing face masks not exactly conducive to lipreading.

Deafness is, if you are prelingually deaf, not knowing the meaning of such common words as "Attaboy," "Beware"; not being familiar with a prehippie era saying such as: "As American as apple pie"; not being able to write a grammatically correct sentence; having minds dulled by years of communication starvation.

Deafness is thanking God for sensible parents who send their deaf children to schools where a flexible method of communication is employed yet wondering why some of our own families are more worried about our speech and lipreading abilities than our reading, writing and reasoning skills; wondering why our families want us to spend 15 years learning speech and lipreading while some of them do not put in at least one hour to learn fingerspelling; wondering why our own families seldom tell us stories, a joke, a full hour's interpretation of a television program or make us part of the dinner-table conversation.

How many realize the actual educational status of the deaf on a national level? How many realize that deaf children of deaf parents show superior academic achievement compared to deaf children of hearing parents and, surprisingly, have as good speech? Please let me show you a few research findings, documented by McCay Vernon in his article "Social and Psychological Factors in Profound Hearing Loss," *Journal of Speech and Hearing* (in press):

In one study it was shown that of the 93 percent of deaf students in the United States age 16 years or older:

30 percent were functionally illiterate
60 percent had a grade level 5.3 or below
Only 5 percent achieved a tenth grade achievement test score or better (most were postlingually deaf or hard of hearing)

In another study of 73 school programs representing 54 percent of deaf school children ages 10 to 16:

1. Average gain in reading from age 10 to 16 was less than one year (0.8 month)
2. Average reading achievement of 16-year-olds was grade level 3.4
3. 80 percent of 16-year-olds were below grade level 4.9 in reading
4. 1.7 percent of deaf school age popula-

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tion attend colleges for the deaf compared to 9.7 percent of hearing school age population

Five research studies were made by Stuckless and Birch (1966), Montgomery (1966), Meadow (1967), Stevenson (1964), Quigley and Frisina (1961) on deaf children of deaf parents and deaf children of hearing parents.

All except one showed that deaf children of deaf parents had as good speech as deaf children of hearing parents, were better lipreaders, were better in reading and writing.

38 percent of deaf children of deaf parents went to college versus 9 percent of other group.

At the California School for the Deaf, Riverside, the average IQ of deaf children of deaf parents was 113. Of deaf children of hearing parents it was 104. This is **statistically significant**.

These research findings are both gloomy and hopeful. In the case of deaf children of deaf parents we have strong clues that

the type of communication carried on at their homes should be duplicated to some extent in the formal setting of the classroom. In some places we are moving in the right direction. If you will pardon my chauvinism, here at CSDR we have children as young as five years of age carrying on communication in a more relaxed and flexible manner. More important, we have people in authority who are open-minded about trying out different approaches.

In closing, I would like to say that loving, feeding and clothing us do not seem to be enough. Our souls need to be reached and our awareness of the world in which we live developed. We have never asked that you remove your glasses, put cotton in your ears and see and hear the hard way, but we do ask that more of you learn to communicate with us flexibly and spontaneously. There is no greater way to help us realize our potential, no greater way to show your understanding, your love, and the fact that living can be joyful.



Winner of the women's competition in the 1969 ski meet at Park City, Utah, was Susan Stokes. She breezed through the gate in 1:18.3.

Western Skiers Gather

Deaf skiers from the western states again converged in Utah on Sunday, March 2. Coming by plane, train, bus and car, they were met and hustled to the intrigue, excitement and charm of an old silver mining town in high mountain country, Park City, Utah. The climate at this meet was perfect for a week of enjoyment, ski lessons, swimming in a heated pool, apres ski night life, touring the old town, shopping for antiques, souvenirs and the like.

In charge of this meet were Art Valdez and Dave Mortensen. Approximately 50 skiers from the states of California, Washington, Idaho, Colorado and Oregon met and exchanged views and opinions. Gary Mortenson, western regional director, was unable to attend this meet and in his place he sent his wife, Sandy.

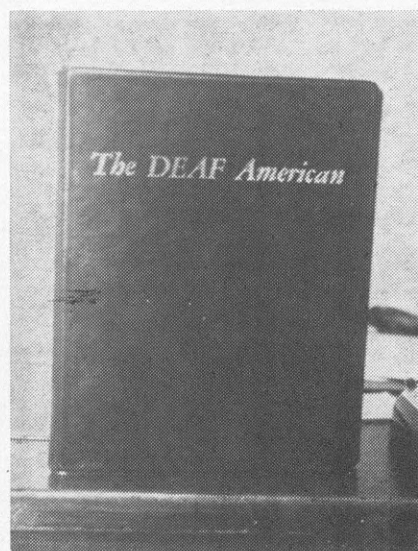
One day out of the week, Thursday, was spent in Alta, Utah, a world-renown ski resort, about 20 miles south of Park City. Arrangements had been made and all the skiers received a free lift pass that day. Big thrill was the knowledge that they were skiing on top of 140 inches of snowy powder, 8,000 to 9,500 feet above sea level . . . among the pines and quaking aspens of high mountain country.

Winners of the giant slalom held on Friday of that week were: Men's, first place, Dan Miller, New York; second place, Larry Ottem, Minnesota; third place, Waldo Baldridge, Oregon. Women's: first place, Susan Stokes, Utah; second place, Sandy Mortensen, Idaho; third place, Sandra Lee Still, Colorado.

The next Western States Deaf Skiers Convention will be held at Snowmass, Colo., during February 1970.



Dan Miller of New York, winner of the men's giant slalom at Park City, Utah, is shown chatting with Leon Curtis of Utah.



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President's Message

"I use not only all the brains I have but all I can borrow."—Woodrow Wilson.

This month I am going to borrow some of the sayings from a book written by Albert Ballin back in 1929.

You may wonder why this is being done and what connection could Mr. Ballin have with the year 1969.

All I can say is that many things he wrote about 40 years ago still hold true today and it may serve to awaken us to the fact that all is not as well as it could be.

First of all, it might help to say that Albert Ballin was a deaf-mute and by his own definition this is one who becomes stone deaf before the age of six and in his case, one whose mental faculties were badly atrophied during his early childhood by total disuse of words, etc. He was also an artist, critic, teacher of signs, an actor and writer of studio chatter of the movies. In addition, he was a good friend of Alexander Graham Bell—but Oh! what contrasting ideas he had in regards to the ones Dr. Bell held.

Mr. Ballin had the idea that the only remedy for the bulk of the woes that afflict the deaf, and, for that matter, mankind in general, consisted of a general use of the language of signs until they formed the "universal language." He wanted all hearing people to learn the manual alphabet. (What visions these were!)

To him, Abbe de l' Epee, a French priest of the 18th century, should be the one credited with the beginning of real education for the deaf because of his invention of the single-handed alphabet and the language of signs. One of his brilliant disciples was Dr. Thomas Hopkins Gallaudet who introduced the system in America and strove to educate the deaf.

Mr. Ballin felt their labors were almost nipped in the bud by false priests of the pure-oralism method who cropped up everywhere like mushrooms—toadstools rather. Since then real education has languished.

When he was a boy he was impressed by the fact that officers of "institutions for the deaf" had complete control of their management and were rarely interfered with by the board of directors. Most boards were run on the self-perpetuating type basis, composed of hearing men and women with whose election the deaf had

George Propp, Secretary-Treasurer

nothing to do. Most likely the directors owed their positions to their capacities as eminent bankers, clever real estate operators, influential politicians and other qualifications **except as educators of the deaf.** They met once in a while, passed resolutions, heard financial reports and adopted policies without ever inviting a deaf person to their councils to give them the benefit of his experience or views in bettering the education or welfare of the deaf. To them we, the deaf, were only stupid dummies who did not know what was good for us.

Idioms and different meanings of the same words are often lost on the average deaf person—they slide off him like the water off the back of a duck. Consequently, on many an occasion, innocent, harmless situations terminate almost tragically with them. For instance: One day, a sweet little girl received a letter from home which caused her to throw herself on the floor in convulsions. She kicked and broke into uncontrolled sobbing and crying. After several futile attempts to pacify her, and to find out the cause, she said (in sign language) that she had unintentionally killed her dear little brother. She pointed to the accusing line in the letter, which read "The beautiful fountain pen you sent to Jackie **ticked him to death.**"

Mr. Ballin had this to say of Dr. Bell: "Until his death, Alexander Graham Bell the inventor of the telephone, headed the oralists. Because of his great fame, wealth and his having been a teacher of the deaf in his youth, he was able to exert a powerful influence in spreading the propaganda of the oral method. As a matter of fact, had Mr. Bell **not** invented the telephone and won fame and fortune, his views on the subject would have had no more force and weight than a goose feather in a tornado, for among eminent, experienced educators of the deaf, he was considered a mere novice in the field of education."

A famous Chinese philosopher once said "It is not **what** is said, but **who** said it that counts." This truism also explains why we have so many misfits sitting in judgment and clothed with power to rule over the destinies of others.

Some deaf people do remarkably well in reading the lips. But these are the few who have a God-given talent or who have devoted years and years of constant, persevering study and practice. To accomplish all this the individual must usually be prepared to neglect other branches of learning.

Mr. Ballin gave two incidents in which the "brilliant" results of his education by the "oral method" tended to make him want to close his mouth and utter no more words this side of eternity. One time he was making a social call on a lady friend who had invited him to a

Frederick C. Schreiber, Executive Secy.

party. There was a large circle of acquaintances present. Seeing his friend's maid was about to leave on an errand, he asked his hostess if he could have the maid bring him a box of cigarettes called "Duke's Best." On speaking vocally to the maid he was astonished when everyone broke out laughing. He requested his hostess to explain why. She reluctantly told him that he pronounced his request like this: "PLEEZE KEET ME A—AH POX OF DOGS PEST."

At another time he tried vocally to deliver holiday greeting to a friend saying "I wish you a Merry Christmas," and in spite of his efforts it came out like this: "EYE WISCH YEO—U A—AH MARY KISS MY ————" These mistakes, although deplorable as they were, were mild and of little consequence compared to those made by others—some of which were downright obscene, though not intended so by the speaker.

No wonder many of these so called "oralists" after long years of toil in school, after their sacrifices of subjects more worthy than oral speech and lipreading, after they grow up, they finally decide to talk naturally using the language of signs because they find this is the best for them. What a shame!

It seems altogether fitting and proper that we explain a chance encounter with Dr. Bell by Mr. Ballin, while he was studying in France, resulted in a long-lasting friendship between the two. For complete details of this episode you will have to read the book itself.

In addition, Mr. Ballin confessed that there never existed a more gracious, more affable, more fun-loving, or jollier fellow on this sorry old globe than Dr. Alexander Graham Bell. His character was without blemish. However, it is not true his ideas and judgment in all things was infallible. Although he was sincere in his beliefs as to education of the deaf and his love and sympathy for them were boundless—his beliefs were, in Mr. Ballin's opinion, and the opinion of many others—all wrong.

Though a confirmed "oralist"—Dr. Bell was a fluent talker using the language of signs as well as any deaf person and could sign so well and with such grace and ease that Mr. Ballin often spent long hours just "listening" to him relate his experiences.

Think it over friends—it goes to show that even this great man saw the wisdom of being able to converse "normally" with his deaf friends. He was not adverse to making allowances for those who just couldn't speak and read lips. It also proves that even Dr. Bell was cognizant of the fact that **not all the deaf were going to learn by the oral method** even though he wanted to afford them every opportunity to do so. For this he is to be commended.

In bringing these excerpts to a close,

NATIONAL ASSOCIATION of the DEAF

I want to say that I sincerely hope you people who have read this column will try to find a copy of Mr. Ballin's book and read his complete story. Although written 40 years ago, I am sure his title, "The Deaf-Mute Howls," would, to some extent, be appropriate even in this day and age.

ADDENDUM:

Well, folks, our Manual Communication program is taking care of one of Mr. Ballin's ideas—such that hearing people should be given the opportunity to learn the language of signs, in order to communicate with the deaf.

The deaf are being represented more and more on committees, at workshops, in educational circles, on boards and in other forms where their well-being is at stake. This is another breakthrough Mr. Ballin would be interested in.

Our book of IDIOMS will help you greatly to solve those perplexing figures of speech which many deaf find hard to understand, or have never "heard" before. Order a book from the NAD Home Office today—only \$3.50 postpaid. There are not many copies left.

Mr. Ballin would be surprised to see the activity shown by the NAD to clarify the methodology controversy. Today, with scientific advances in improved hearing aids, surgical procedures and improved technique more and more deaf and hard of hearing are learning to speak, read lips and make use of the "oral" method. At the same time, we are striving to bring out the truth that is quite evident, and this truth is: The majority of congenitally deaf cannot and should not be forced to use a pure oral method of learning and should be given the method that best suits the individual case and in which most progress is made educationwise. This is as it should be—with parental and/or non-professional influence not being taken as prime consideration. There are even some hard of hearing children who should be educated by the combined system because of emotional, environmental and other reasons.

Is this too much to ask from intelligent people?—Robert O. Lankenau.

STATE ASSOCIATIONS

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HOME OFFICE NOTES

By Frederick C. Schreiber

The Home Office Notes for May were deliberately delayed until the last possible moment in hopes that we could make some "startling announcements" with respect to our various pending projects.

Unfortunately this was not to be and what news there is is bad. Specifically, we have been informed verbally that the National Association of the Deaf is too small to qualify for approval by the National Budget and Consultation Committee and that we would receive a letter to that effect. Since this is a new development, we are awaiting formal notification before commencing remedial action.

In other action, most of the state quotas are in. At this writing we have received quota payments from all but five states before the April 30 deadline. Of the states which have not paid their quotas, four are new associations, and it is likely that their officers did not realize the need to report on time.

As it is, we now have 7,530 Regular members in the NAD—exclusive of Advancing and Life Members and have received a total of \$11,295 for the coming year. Probably the final total will be somewhat less than \$12,000 which in turn would be only \$500 short of the anticipated figure we had in our budget. A list of associations, members reported and quotas paid is printed elsewhere in this issue.

The Home Office has been swamped with activity as the fiscal year came to a close. Among the activities requiring immediate attention were the completion of the final report on the Census Design project. This required 300 copies of a 44-page report, or 132,000 separate sheets of paper.

In addition, the progress report of the Communicative Skills program was due May 1, which required an additional amount of work to get out on time. We also assisted in mailing out an appeal for funds on behalf of the National Theatre of the Deaf to assist them in securing sufficient support for their projected

European tours this summer. Some 10,000 letters have been mailed out under this project while a still further effort was in connection with the newsletter of the National Parents Organization. For the parents, 15,000 copies of its initial newsletter were folded, packaged and sent in bulk to schools and classes for the deaf as the NAD's contribution toward getting the "show on the road" and to stimulate interest in the forthcoming parents meeting which will be held prior to the Convention of American Instructors of the Deaf in Berkeley this June.

April was a fantastic month. The President of the NAD was in town for the dedication of the statue of Edward Miner Gallaudet in response to an invitation from the Gallaudet College Alumni Association due to the NAD's connection with this fund. Also on hand for the occasion were Robert G. Sampson and a large number of visitors representing GCAA chapters from all over the country. Some of these visitors also took the opportunity to visit the NAD office including Mr. and Mrs. Waldo Cordano and family, Mr. and Mrs. Robert Scribner, all of Wisconsin, and Dr. and Mrs. Wesley Lauritsen of Minnesota.

The Executive Secretary also attended a luncheon given by Senator Bob Dole of Kansas, a new champion of the handicapped in the United States Senate. Senator Dole has expressed great interest in legislation for aiding the handicapped and has promised to listen to any suggestions we may have with respect to helping the deaf.

Progress on the Proceedings of the International Seminar has been extremely gratifying. Our printers have informed us that the book is now about one month ahead of schedule and it seems likely that we will have it ready for distribution much earlier than anticipated.

There has been no word on the status of the Census application, nor on the Home Office building. While we know that both of these items are of intense interest to everyone, we regret our inability to make definite announcements and can only promise that as soon as word is received our members will be informed.

Another aspiring activity was the recent Junior NAD Demonstration at the Texas School for the Deaf in Austin. Since there will undoubtedly be a more detailed report on this at a later date, it will be sufficient to note here that this was a very successful meeting and we are extremely grateful to all those people who gave so much of their time and efforts to

COMIN'?

Our Course You Are!

And Just About Everyone You'll
Want To See Will Be At The
'70 CONVENTION OF THE N.A.D.
In Minneapolis, July 25-Aug. 2, 1970

GOIN'?

That's What We'll Be Doing, Too!

NATIONAL ASSOCIATION of the DEAF

make it so. The staff of the Texas School for the Deaf and the TSD's Junior NAD Chapter are especially to be commended for the remarkable way they handled this program. On hand for the occasion were the Executive Secretary, who extended the best wishes of the NAD Executive Board for success of the program; George Propp, NAD Secretary-Treasurer, Frank Turk and Ralph White of the NAD Executive Board. As well as a host of notables including Mervin Garretson, executive director of the COSD; Larry Stewart of the NTID, Andrew Vasnick of the NTD; Malcolm Norwood of CFD; Bert Poss of the Texas Education Agency, to name just a few of the deaf adults involved.

The NAD also presented a plaque to Dr. Leonard M. Elstad, retiring president of Gallaudet College, as an expression of appreciation of the deaf people of the United States for his many years of dedicated service. Presentation was made by Frank Turk of the NAD Executive Board. The plaque was in the form of a wall-mounted panel which included in addition to the inscription an electric clock.

State Associations Affiliated with NAD

	Quota	Members
Alabama	\$ 303.00	202
Arkansas	150.00	100
California	1,260.00	840
Colorado	196.50	131
District of Columbia	1,420.50	947
Florida	243.00	162
Georgia	147.00	98
Idaho	61.50	41
Illinois	262.50	175
Indiana	199.50	133
Kansas	274.50	183
Kentucky	199.50	133
Louisiana	333.00	222
Maryland	363.00	242
Michigan	817.50	545
Minnesota	892.50	595
Mississippi	132.00	88
Missouri	196.50	131
Montana	105.00	70
Nebraska	208.50	139
New York	607.50	405
North Carolina	229.50	153
North Dakota	34.50	23
Ohio	579.00	386
Oklahoma	253.50	167
Oregon	96.00	64
Pennsylvania	288.00	192
South Carolina	142.50	95
South Dakota	72.00	48
Texas	319.50	213
Utah	258.00	172
Virginia	211.50	141
Washington	247.50	165
Wisconsin	190.50	127
Totals	\$11,295.00	7,530

James O. Chance

James O. Chance, 68, of Bryan, Texas, died of a heart attack on April 26, 1969. Mr. Chance, a Sustaining Member of the National Association of the Deaf and long a familiar figure at NAD conventions as sergeant-at-arms, was member of a pioneer Texas family. In addition to his attending most national conventions of various organizations of the deaf, he was widely known as a staunch supporter of the Texas A & M football teams.

NATIONAL ASSOCIATION OF THE DEAF February 1969 Income National Association of the Deaf

Membership Dues	\$ 741.50
Publications	4,239.38
Quota Payments	324.00
Inventory	2.50
Services Rendered	2.50

TOTAL \$ 5,309.88

Deaf American	
NAD Subscriptions	\$ 244.00
D.A. Subscriptions	486.69
Advertisement	21.50
Bound Volumes	6.50

TOTAL \$ 758.79

Reimbursements	
Flamingo Hotel Bill	\$ 13.50
	19.12
Supplies	51.24

TOTAL	\$ 83.86
Captioned Films	\$ 2,077.00
Grants	\$10,000.00

February 1969 Expenses National Association of the Deaf

Inventory	\$1,900.80
Payroll	938.40
Rent	647.00
Travel	434.20
Executive Secretary Salary	807.68
Publications	1,038.00
Printing	7.88
Supplies	31.13
Postage	160.57
Telephone	32.39
Freight	7.35
Repair	14.50
Advertisement	50.00
Furniture	67.62
Miscellaneous	80.77
Executive Secretary Expenses	280.33
Service Rendered	336.34
Deaf American (membership)	244.00
Per Diem	100.39
Standing Committee	29.74
F.I.C.A.	62.50
Insurance	18.26

Total \$ 7,289.85

Registry of Interpreters for the Deaf

Payroll	\$2,313.06
F.I.C.A.	55.64
Travel	256.00
Supplies	24.80
Postage	96.67
Telephone	28.65
Insurance	62.05
Miscellaneous	8.67
Service Rendered	24.00
Per Diem	160.00

Total \$ 3,029.54

Communicative Skills Program

Payroll	\$2,146.74
F.I.C.A.	42.10
Travel	749.50
Professional Service	313.16
Publication	2,305.00
Supplies	314.21
Postage	60.37
Telephone	82.05
Freight	25.35
Insurance	35.62
Miscellaneous	8.68
Per Diem	675.00

Total \$ 6,757.18

International Seminar

Payroll	\$2,150.60
Professional Service	2,000.00
Supplies	37.35
Insurance	34.63
Miscellaneous	100.00
F.I.C.A.	64.42

Total \$ 4,387.00

Census

Payroll	\$ 800.00
F.I.C.A.	35.64
Travel	87.50
Professional Service	469.00
Printing	32.00
Supplies	20.00
Postage	57.02
Telephone	14.05
Insurance	33.96
Per Diem	20.00

Total \$ 1,569.17

Deaf American

Rent	\$ 10.00
Payroll	160.00
Travel	9.80
Printing	984.12
Postage	82.93
Telephone	33.64
Furniture	24.24
Commissions	43.75

Total \$ 1,348.48

Convention Corner...

By FRANCIS R. CROWE
Convention Committee
Public Relations Chairman

See that smiling fellow here? Note the sparkle in his eye? The all-too-apparent debonair, carefree manner?

Go ahead, note it. Tuck it away in a corner of your mind. Then, when you arrive in Minneapolis next year for the NAD Convention, see if you can find the same fellow, STILL smiling—debonair—carefree.

The "hitch" is that word "carefree." General chairmen of National Association of the Deaf conventions seldom wind up that way, so step up right now and meet the WHOLE man...



James D. Jones, St. Paul

Jimmy started the '70 convention wheels spinning by naming most of his local committee chairmen at a meeting held March 17. Named were: Charles Vadnais, assistant chairman; Francis Crowe, public relations; Mrs. Gordon Allen, registration; Marvin Kuhlman, movies; Ray Perkins, reception; Leo Latz, Tuesday night gala; Herman Ahern, banquet; Keith Thompson, grand ball; Percy Freeburg, printing; Herman von Hippel, treasurer; Mrs. Eldora Jones, secretary, and Mrs. Joan Stephan, recorder-typist.

There'll be others. You bet. And all of 'em will be dedicated to but one task—seeing to it that you have the time of your life in Minneapolis next year! All you have to do right now is to make a note of the dates: July 25-August 2, 1970.

More next month to whet your convention appetite. Meanwhile, if you want to provide the lyrics for a convention theme

song, here are the words being sort of hummed these days by your Minnesota convention hosts (sound the pitch-pipe, Beethoven):

"Live it up in '69, but when it's gone and dead,

There'll be a dandy reason for you to look ahead.

For what's in store for '70, deaf friends, is simply this:

An NAD Convention in ol'

Min-
ne-
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lis!"



AWARD WINNER—Abraham Cohen was recently given a silver tray by the Rhode Island School for the Deaf. The award was presented to Mr. Cohen for meritorious service as a teacher, friend, counselor, master craftsman and a builder of men for the past 42 years. Mr. Cohen majored in wood-working while attending the Pennsylvania School for the Deaf (Mt. Airy) under the direction of the late Charles Kepp. Many of Mr. Cohen's former pupils have entered the furniture and cabinet making trades. A number of them have constructed their own homes, work of which Mr. Cohen is justly proud.

Children with Behavioral Problems Given Rewards For Completed Assignments

"A Midwestern educational laboratory has developed a new way to reach and teach children with severe behavioral problems. Teachers give the children tokens for completing assigned tasks; the token can then be traded in for something the child wants. After 18 months of trials, Dr. Robert L. Hamblin, head of instructional systems at the Central Midwestern Regional Educational Laboratory at St. Ann, Mo., reports the method is successful in reaching autistic children, underprivileged children who are shy and withdrawn and overly aggressive youngsters who are uncontrollable in the classroom.

"For tokens we use plastic discs that the children earn by completing a math or reading lesson," says Dr. Hamblin. "At the end of the lesson comes their reward—often it is a movie, and the price varies. For four tokens, youngsters can

State	Date	Place	Chairman
Alabama	June 12-14	Alabama School for the Deaf, Talladega, Ala.	Charles A. Chappell
Arkansas	July 4-5	Arkansas School for the Deaf, Little Rock	
California	Aug. 28-31	Los Angeles	Mrs. Lil Skinner
Colorado	June 20-22	Colorado Springs	Keith Ferguson
Florida	June 11-15	Deauville Hotel, Miami Beach	Donald E. Crownover
Idaho	Sept. 1-4	Boise	
Indiana	June 6-7	Holiday Inn, Marion, Ind.	Eugene F. Schick
Kentucky	May 30-31, June 1	Kentucky School for the Deaf, Danville	
Louisiana	May 30-31	Louisiana School for the Deaf, Baton Rouge	Mrs. L. Walker
Maryland	June 13-14	Statler Hilton Inn, Annapolis	R. Sutcliffe
Minnesota	Aug. 8-10	Thompson Hall, St. Paul	
Mississippi	July 3-4	Buena Vista Hotel, Biloxi	Mr. and Mrs. Wm. Smith
Missouri	Aug. 30-31, Sept. 1	Jefferson City	Mrs. Francis Shaver
Montana	June 13-15	Finlen Hotel, Butte	
Nebraska	May 29-31, June 1	Omaha	
Empire State (New York)	Aug. 28-31	Buffalo	
New Jersey	Sept. 19-21	Deauville Motel, Atlantic City	Girard P. Joyce,
North Dakota	June 30, July 1-2	Minot	
Ohio	June 26-29	Sheraton Hotel, Dayton	Ben Medlin
Oklahoma	July 4-6	Oklahoma State University, Stillwater	M. Shipman
Oregon	June 13-15	Eugene	
Pennsylvania	Aug. 22-23	Chatham Center, Pittsburgh	
South Carolina	Aug. 1-2	Holiday Inn, Spartanburg	
South Dakota	June 20-22	Pheasant Inn, Huron	
Texas	June 13-15	Robert Driscoll Hotel, Corpus Christi	
Utah	June 27-28	Ramada Inn, Salt Lake City	Robert G. Sanderson
Washington			
West Virginia	Aug. 14-16	Hotel McLure, Wheeling	
Wisconsin	June 19-21	Hotel Pfister, Milwaukee	Philip Annarino
National Assoc. of Hearing and Speech Agencies	June 20-24	Shoreham Hotel, Washington, D. C.	
International Catholic Deaf Association	July 13-20	Jung Hotel, New Orleans	

watch the movie while sitting on the floor. Eight tokens get them a chair, and for twelve they can sit on the table. Maybe the view from the table is better—anyway, the youngsters buy it if they have the tokens." The research is continuing at Washington University in St. Louis and in several local public schools.

"Seeing the progress of these children

I find it impossible to believe that so many had been written off as 'uneducable' by professionals. For autistic children, the saddest of all, our work is showing that they need not vegetate and die in the back wards of mental hospitals." The work is supported by Title IV of the Elementary and Secondary Education Act." —Washington Sounds



Junior National Association of the Deaf

PROMOTING THE TOMORROW OF ALL THE DEAF
BY WORKING WITH THE DEAF YOUTH OF TODAY

Stroudsburg Area Rich In Folklore

Participants at the Junior NAD Summer Leadership Camp to be held July 27-August 23 at Pine Lake Lodge in the Poconos of Pennsylvania might be interested in the following fascinating historical lore of the Pocono Mountains as provided by the Pocono Mountains Vacation Bureau, Inc.:

The Pocono Mountains are comprised of four counties, Carbon, Monroe, Pike and Wayne. In all, the Poconos encompass 2400 square miles of mountains, lakes, streams and woodlands. Each county, rich in natural beauty and historical lore, contributes to the fame of the Poconos.

Carbon County's earliest history dates back to the accidental discovery of anthracite coal by an 18th century hunter. This discovery laid the groundwork for the county's later development as a coal producing region, a railroad center and a land of opportunity for many immigrants from the British Isles and the Slav nations of Europe.

Monroe County, located along the Delaware River, was standardized in 1843 at 611 square miles.

The Delaware Indians were the earliest inhabitants but other tribes, including the Shawnee, settled in the region. The Dutch established settlements in 1659 north of Delaware Water Gap on the Pennsylvania banks of the river. When the English forced the Dutch to leave in 1664, the occupation of the land reverted to the Delawares. By 1742 the Iroquois had forced the Delawares from the area. At approximately the same time, English and German settlers began to arrive.

In 1799 Jacob Stroud, a former apprentice of Nicholas Depui, a French Huguenot, who established the first permanent residence at Shawnee in 1725, established the community of Stroudsburg on lands he had purchased following a distinguished career. The Stroud Mansion, in Stroudsburg, now serves as the headquarters and museum of Monroe County Historical Society. Stroudsburg is now the seat of Monroe County and a friendly shopping center of a fast-growing year around resort region.

The history of Monroe County since the Civil War has been one of continuous growth. New industries helped speed the industrialization of the county. Within recent years there has been a significant increase in the number of service industries including modern commercial banking facilities.

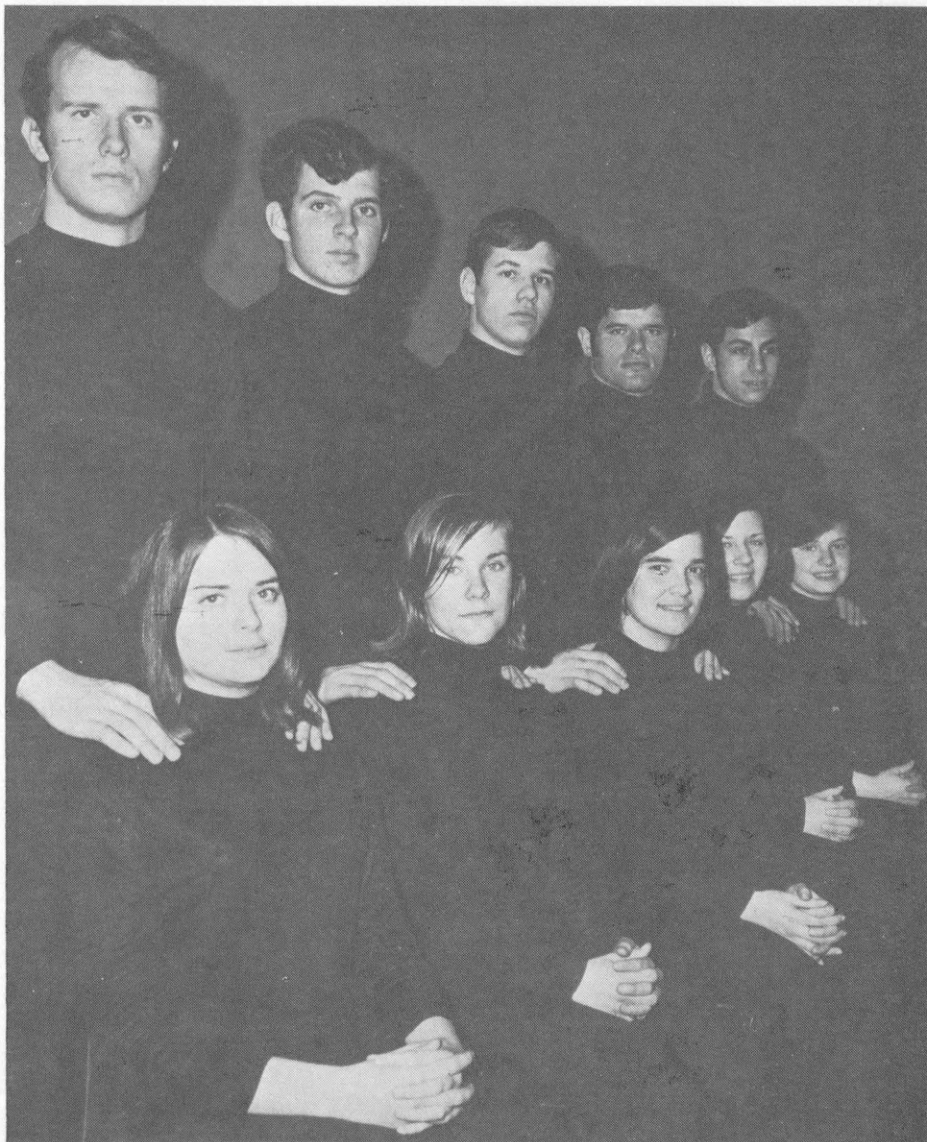
The historian, geologist and naturalist find much of interest and significance as

they travel the highways and byways of Monroe County. The famed Delaware Water Gap is a geological phenomenon resulting from the eroding effects of the Delaware River over thousands of years. Other sites of geologic significance are the Devonian Coral Reef, north of Stroudsburg, and the beautiful waterfalls, namely, Bushkill, Buck Hill, Buttermilk, Swiftwater, Tobyhanna, Winina Five Falls and Dingmans Falls. Pocono waterfalls are a favorite attraction of tourists and vacationers.

The historical lore of Pike and Wayne

Counties goes back to the days of the Minisink, Lenape and Paupack Indians. The countryside is replete with colonial remembrances in the form of historic buildings, original settlements and modern day historical finds. Throughout the counties one finds vivid markers giving the story of events in those bygone days. These shrines afford pleasant and interesting tours.

Lake Wallenpaupack, the largest lake in Pennsylvania, with its 52-mile shoreline and 15-mile length covers over 5600 acres of land where the early settlers and Indians once lived. This beautiful lake offers all water sports including water



BLACK CROWS: Seated, left to right: Colette Dumas, Susan Mozzer, Mary Martone, Joyce Ostrowski, Marie Philip. Standing, left to right: Robert Wirth, Wayne Ramella, Richard Pelletier, Carl Romano, Steve Piscitello.



BLACK CATS: Seated, left to right: Catherine Sulinski, Julita Asperilla, Ursula Palka, Gail Corvo. Standing, left to right: Arthur Miner, Nicholas Daufel, Mike Charpentier, Robert Backofen.

Poetry Through Visual Imagery Presented by American School Group

American School for the Deaf's Drama Club, organized by Howard Palmer, formerly with the National Theatre of the Deaf, has been appearing on TV, before parent groups, at an annual meeting of the Hartford Medical Society, at workshops, and other gatherings.

Specializing mostly in "poetry through visual imagery," club productions have drawn letters and comments and at least three cash gifts to the school.

The Robert Panara poem, "On His Deafness," was a special hit as dramatized by a junior, Joyce Ostrowski. Another poem, "Last Boy On Earth" by Rocky Gomez, a pupil at the California School for the Deaf at Berkeley, was given by Gail Corvo, a senior. Members of the "Black Crows" and "Black Cats," consisting entirely of the American School's Junior NADers, appeared at a veteran's hospital, a crippled children's hospital, three local high schools and several church groups in recent weeks. Altogether, they gave 20 poems.

It is Mr. Palmer's aim to bring out interpretations of poems by more deaf writers. (Readers, send your poems to Mr. Palmer.) Besides those named above, "A Is For Alice," by Loy Golladay, was featured twice in signs and pantomime—once for a Gallaudet Day program and again at the 1968 graduation program of the school under the direction of Mr. Palmer. "Constellations," by the same writer, is being prepared for a TV presentation by Colette Dumas and others.

A Gallaudet Day one-act play, "Laurent Clerc's Great Decision," by Mr. Golladay was acclaimed as the best in many years last December and was presented under Mr. Palmer's direction by a cast of seniors and juniors.

Mr. Philip Cronlund, dean of students

skiing, swimming, boating, sailing, fishing and scuba diving.

To be noted particularly in Pike County history is the story of Tom Quick, "The Avenger of the Delaware," whose fame has gone far and wide in the annals of Colonial history. Dan Beard, founder of the Boy Scouts of America, established the first Boy Scout camp at nearby Lake Teedyuskung. For a glimpse of the fascinating past of Pike County, a visit may be made to the Pike County Historical Society, Milford, Pa.

Honesdale, Wayne County's commercial and industrial center, is an area in which fruit growing, manufacturing, agriculture, dairying and the vacation industry contribute to the economy. It has a business section of more than 150 modern stores. There is a new 90-bed hospital, a public swimming pool, and a modern country club and golf course whose facilities are open to visitors. The water supply is from mountain spring-fed lakes.

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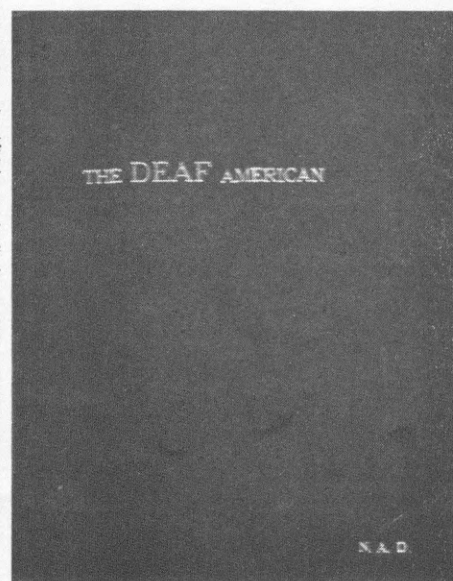
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at the American School, has been an enthusiastic interpreter at public performances of the group. His midwestern style of delivery has proven to be of invaluable help.

Director Palmer appointed Mrs. Ethel Gielt, language teacher in the vocational majors area of the high school, to assist in giving standard signs for members to use.

The Drama Club meets every Thursday evening after regular study periods. Members choose poems, then work out many different interpretations in some cases, with Mr. Palmer helping them to choose the most effective ones. "In this way they are aided to appreciate poetry as an emotional release," explained Mr. Palmer.

Indiana Leader Advises Texas Chapter Members

Pretty, personable Melinda Chapel, chairman of the memorable Youth Leadership Demonstration at the Indiana School last November, took a hop to Austin, Texas, the first weekend of March at the invitation of the Texas JNAD chapter.

The purpose of the trip was to help provide bits of advice to the Texas chapter members in their vigorous plans for their Deaf Youth Leadership Development Workshop held April 24-26 at their school.

Melinda found the visit highly educational as well as entertaining. She stated that the Junior NAD "is something really more than it was in the first place. She learned that it is not only an association to foster better citizenship, education and leadership training among the deaf youth but to form love, friendship and many nice things that we always like to get from others."

She also stated that she never really realized how each school differs from other schools. She mentioned the idea of a student exchange program among schools for the deaf across the nation.

Incidentally, the Junior NAD is pleased to announce that it is presently backing a new venture—that of a proposed student exchange program which was originated by Mrs. Lucile Taylor of the Wisconsin School for the Deaf. It is hoped that the program will be publicized in a future edition of THE DEAF AMERICAN.

Junior NAD Serves At E. M. Gallaudet Dedication

On Friday afternoon April 11, the dedication of the new monument to Edward Miner Gallaudet, founder and first president of Gallaudet College, on the mall of the Gallaudet campus, was attended by a throng of approximately 300. The new statue is located a short distance from the front of the E. M. Gallaudet Memorial Library. Serving as ushers were members of the Junior National Association of the Deaf, Gallaudet Chapter, under the direction of Lily Miller, a demure lass from Riverside, Calif.



FRONT ROW CENTER



By TARAS B. DENIS

NONE SO DEAF AS THOSE WHO WILL NOT . . .

Sure, and it isn't the first time I've heard it: "FRONT ROW CENTER is fixed! The guy's always praising the NTD—always! Why doesn't he criticize for a change? Yeah, why doesn't he?"

Ladies and gentlemen, my mind, I assure you, is as open as any. I write as I see: overly optimistic, perhaps, but all the same that which I believe to be in the best interests of progress—deaf progress, as measured in terms of the achievements of the National Theatre.

Yes, it is true: I work for the NTD. But I never "sneak" anything across. I repeat, my mind is open, and to prove it I regard the intent of the column's critics as genuine and well meant. In other words, FRONT ROW CENTER will be glad—delighted, in fact—to receive and publish contrary comments, that we may all share publicly if not privately. With the promise that not one single letter will be lifted or changed, I urge you to contribute whatever valuable views you feel I . . . let's say, overlooked.

In the meantime, I have something I want to confess—something that I consider important enough to label "the first major breakthrough since the noble Laurent Clerc so eloquently enhanced the image of all of us when he spoke before Congress in 1816."* I mean it . . .

Ask yourselves, before the NTD, where were we? Ask yourselves, as a group, have we ever received publicity so positive (television, news and magazine coverage and now movies), so contagious (even the Clarke School teachers were thrilled), so widespread (this month Europe, in the summer the Mideast and World Games), so diverse (suddenly, job openings for the deaf), so everything? More important, not for what we **tried** to do, but for what we **actually** accomplished. And, mind you, in our very own accustomed manner of communication. Go ahead, ask yourselves.

Onstage there were no forced values, no false imitations, no fragile sidesteps, no frills—nothing other than what we hold to be our right of self-expression. Best of all, our future: we can continue our unique yet natural way of entertainment. In short, we have sacrificed nothing and instead have gained us a new world—one whose audience far exceeds all the theater houses put together. Or don't you realize that?

Still, as is true of most new ideas, there will always be some to find fault with tomorrow if simply because they are not prepared to welcome it today. You know, it's a wonder that Columbus was able to shove off in the Santa Maria considering the fact that his crew had to be blackjacked into hoisting the sails in the first place. However, I digress.

Back to my point, it may be that you and I do not see eye to eye; that from where you sit at least, things aren't right with the NTD. Such is your sacred privilege, is only you would speak up.

And now, ladies and gentlemen of the jury, I rest my case . . .

* Post-psychologically speaking, it is my opinion that at this crucial point in the history of the deaf, the intelligence and personality of America's first deaf teacher in selling Congress his likeness was more decisive than records really show.—TBD

Letters directed to this column will be acted upon if properly sent to:

Taras B. Denis

16 South Stone Avenue

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Use Of Language Of Signs Boosted In Library Of Congress

A movement which is attracting considerable interest has been going on at the Library of Congress. It is the use of the language of signs which has become so widespread and generated so much enthusiasm that hearing employes of the library who learned it in order to communicate with their deaf co-workers find themselves using it with each other. They even catch themselves making signs to those who have not yet learned it. It should be noted that there are approximately 20 deaf employes of this great library, 10 of whom are in the processing department and are graduates of Gallaudet College.

What began as one man's concern for his fellowman and led him to learn the language of signs has developed into a ground swell carrying many others along. The end is not yet in sight.

On observing all that was occurring, a man from the law library was so impressed that he was moved to suggest that recognition of some kind be awarded to this person. The letter of recommendation which follows speaks for itself in describing the activities of this unusual individual.

To: Robert H. Rohlf,
Director of Administration

From: Francis X. Dwyer,
Associate Law Librarian

Recognition of a selfless humanitarian act in the interest of the Library of Congress.

Early in 1966, I noticed two men in the cafeteria talking in the sign language. I was surprised to see as they left that one of them had normal speech and hearing. I was told by someone who knew them that they were Michael White and John Vendemia from the preliminary cataloging unit. One year later, I noticed the same man sitting at a table with four or five deaf people and conversing with them. Still later, I saw the same man using sign language with members of the cataloging divisions whom I knew were not deaf.

I was intrigued by this situation and recently, upon inquiry, found that on his own with no suggestion or encouragement from the Library, Mr. Vendemia had decided to learn sign language in order to make life more pleasant and training more meaningful for Mr. White. At his own expense of time and money, he completed the elementary, intermediate and advanced courses at Gallaudet. When other deaf graduates of Gallaudet College were added to the preliminary cataloging staff, he participated unofficially in their training as he did later for others when transferred to the English language section of the descriptive cataloging division.

Much also to my surprise, I learned that other nonhandicapped members of



John Vendemia of the Library of Congress was instrumental in establishing a language of signs class due to the Library's having several deaf employes.

the cataloging divisions had asked Mr. Vendemia to teach them sign language and that he had done so free-of-charge on coffee breaks and lunch hours. At least three or four have been taught and seem to be enthusiastic about its use in training deaf employes. I have just urged my own sister, a cataloger in the descriptive cataloging division, to join one of these groups and am studying the sign language privately myself.

I am relating all of this because I feel that a man who has voluntarily, without hope of profit, devoted himself to the humanitarian pursuit of making life more pleasant for the handicapped and, what is more, has improved the effectiveness of the library's policy of hiring the handicapped, should be rewarded, if possible, with a quality increase since he has performed beyond the requirements of his position—though not perhaps in the elements of it—and that he can be counted on to continue his humanitarian effort at the same high level without pressure from the library.

It might interest you to know that one of the deaf catalogers recently told my sister that she had never been so happy in any position because, here so many of her fellow workers are interested enough in communicating with their deaf coworkers to take the time and effort to try to demolish the communications barrier and make it easier to cross over into each other's lives and associate on more common ground. A man who contributes as Mr. Vendemia has done to the happiness and efficiency of handicapped fellow workers and raising the morale of a segment of the library staff—who were at first apprehensive when these people were

hired—has my highest and most sincere admiration. There are all too few who contribute anything to the library's operations without having their eyes on tangible returns.

I should like to add that I have never met Mr. Vendemia personally and he has not solicited my interest in any way, either directly or indirectly.

FIFTH OF A SERIES



As you leave
Kendall Green you
take with you the
thanks and best wishes
of
the faculty,
the members of the
College Board,
the alumni and
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GALLAUDET COLLEGE
WASHINGTON, D.C.

From A Parent's Point Of View

Mary Jane Rhodes, Conductor

"A failure establishes only this: that our determination to succeed was not strong enough."—Bovee

I recently returned from a 10-day vacation in California. I am still trying to digest what I saw and learned there. Santa Ana has a very successful day school program for the deaf. What has made this program successful? TOTAL COMMUNICATION! My first visit was to a class where a deaf boy is integrated into a hearing class. Not for one subject but **all day**. How did this miracle happen? His classmates learned the language of signs. Each week two of the children fight for the chance to be his interpreter. With my own eyes I watched a class of hearing children who could communicate with Tommy. They do this because they want him to know that he is important to them.

Hearing children on the playground were signing to deaf children. Teachers that are not involved in the deaf program were attending language of signs classes because they are interested in the deaf. A deaf boy is integrated into a Spanish class with the help of a volunteer interpreter, and he is one of the best pupils.

All of this impressed me, but the event that brought a lump to my throat was my visit to the youngest class. Here I saw little three- and four-year-old deaf children communicating in sentences with their teacher with the use of the language of signs. Dear God, I thought, how can so many of our educators of the deaf today be so blind? How can they deny deaf children a chance to learn? How can they continue to force on little deaf boys and girls methods of communication that do not satisfy their need? **Is it because they don't care? Is it because**

they have no courage? Or is it because they lack love for and understanding of deaf children?

Surely everyone who has ever worked with or for the deaf would have welcomed the opportunity that I had of speaking to the parent group of this unusual school. I must confess that all I could do was praise them, thank them and encourage them. Just think of it—today in the United States of America there exists a group of parents who are willing to think of their deaf child first. Instead of sitting at home feeling sorry for themselves and trying to force their child into the mold of a hearing boy or girl, they are accepting the facts of deafness by using the language of signs to communicate with their deaf son or daughter. **And this is happening in Tracy Clinic country!** Most of these parents were first indoctrinated with the idea that oralism is the only solution. They have now found total communication to be the best answer.

I hope that The Almighty One will deliver me from any more educators of the deaf, who try to place the blame for the undereducation of our children on the parents' shoulders. We parents look to the educators for guidance and they too often fail by taking the easy way out, the path of least resistance. Instead of thinking first of the child and his needs, they think first of their school's image. They don't want to rock the boat of established programs, for fear that they might get their feet wet. Many do not seem to realize that deaf children are drowning by the thousands in the seas of inadequate education around them.

If I sound bitter **it is because I am bitter**. I am sick unto death of platitudes and pat answers. I am dismayed and disappointed when I realize that responsibility for education of the deaf rests on the shoulders of people who don't seem to care enough to understand and participate in the world of the deaf. **The few brave hearing souls who have had the courage to instigate programs for the deaf that include manual communication have my respect and admiration—BUT THEY ARE SO FEW AND THE NEED IS SO GREAT!**

Won't someone please do something to make these schools for the deaf serve our deaf children? Isn't there some way that we can stop this educational slaughter that is taking place in the lives of our deaf sons and daughters? How long, dear Lord, do we have to wait for "the truth to set them free"?

When I look into the faces of our deaf boys and girls, I love them and I **care** what happens to them. I want them to grow up to be happy, well-adjusted and educated adults. I'd like to hold them in my arms and say, "It has all been a bad dream, we don't really want you to

be hearing children; we love you **because you are deaf**, not in spite of your deafness." I need to tell them that they can be proud of being deaf, not ashamed of it. I long to convince them that the world is theirs too, that it doesn't just belong to hearing people. But how can I say these things to them? How can I explain that too few people care enough to accept them as **deaf** children? How can I wish away the years that they have been led to believe that being deaf is being second best—that the only way they can live successfully in the world is if they will try to imitate hearing people?

Deafness needn't be the handicap that it is today. Why must our deaf sons and daughters suffer from outdated and outmoded methods of education? Why do we tolerate the deplorable situation that exists in the education of the deaf in our country today? I can almost hear the reaction of educators around the country who might read this column. They will be saying, "That Rhodes woman sure gets emotional—she is on her soap box again." Well, I won't deny that I am emotionally involved with the deaf and I am proud to carry my soap box with me wherever I go. There is always the outside chance that someone will listen to what I am trying to say. There is always the possibility that, somewhere, someone responsible for education of the deaf will hear me. Surely some hearing educators will understand the plea of a mother for adequate education for deaf children.

In the past I have begged, pleaded and prayed for more deaf leaders. There can be no question about the role of leadership, that deaf men and women can play in the education of our children. Roy Holcomb, a deaf teacher, is responsible for the miracles that I saw in California. Other deaf leaders across our country are giving all of their time and energy trying to correct the educational inadequacies that exist. Yes, there is an urgent need for more deaf leaders—yet in my heart I know that the greatest need is for more courageous leadership from the hearing educators of the deaf who now control most of the schools across our country. If these people care enough, understand enough and love our deaf children enough, they **will dare** to rock the boat. At this stage of the game, it is their responsibility to make the necessary changes. It is their turn at bat and I can't help but wonder how many of them will continue to strike out.

"A failure establishes only this: That our determination to succeed was not strong enough." So where stand ye—ye educators of the deaf in America today? How much determination do you really have to give our children the education for which they hunger—and PLEASE, don't throw this ball back to us parents. **It is your game and we cannot pinch hit for you!**

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Kansas Senator Supports Programs For The Handicapped

The Honorable Bob Dole, now the junior United States Senator from Kansas, made his maiden speech in the Senate on April 14, 1969, and was warmly congratulated by colleagues for his warm interest in and excellent appraisal of the problems of the handicapped, present programs in their behalf and further implementation. His speech is reprinted in full from the Congressional Record—Senate of April 14.

The PRESIDING OFFICER. Under the previous order, the Chair recognizes the Senator from Kansas (Mr. Dole), for not to exceed 1 hour.

HANDICAPPED AMERICANS

Mr. DOLE. Mr. President, my remarks today concern an exceptional group which I joined on another April 14, 24 years ago, during World War II.

It is a minority group whose existence affects every person in our society and the very fiber of our Nation.

It is a group which no one joins by personal choice—a group whose requirements for membership are not based on age, sex, wealth, education, skin color, religious beliefs, political party, power, or prestige.

As a minority, it has always known exclusion—maybe not exclusion from the front of the bus, but perhaps from even climbing aboard it; maybe not exclusion from pursuing advanced education, but perhaps from experiencing any formal education; maybe not exclusion from day-to-day life itself, but perhaps from an adequate opportunity to develop and contribute to his or her fullest capacity.

It is a minority, yet a group to which at least one out of every five Americans belongs.

Mr. President, I speak today about 42 million citizens of our Nation who are physically, mentally, or emotionally handicapped.

Who Are the Handicapped?

Who are the handicapped?

They are persons—men, women, and children—who cannot achieve full physical, mental, and social potential because of disability.

Although some live in institutions, many more live in the community. Some are so severely disabled as to be homebound, or even bed-bound. Still others are able to take part in community activities when they have access and facilities.

They include amputees, paraplegics, polio victims. Causes of disability include arthritis, cardio-vascular diseases, multiple sclerosis, and muscular dystrophy.

While you may have good vision and hearing, many persons live each with limited eyesight or hearing, or with none at all.

While you may enjoy full muscle strength and coordination in your legs, there are those who must rely on braces or crutches, or perhaps a walker or wheel chair.

While you perform daily millions of tasks with your hands and arms, there are many who live with limited or total disability in their hands.

And in contrast to most people, thousands of adults and children suffer mental or emotional disorders which hinder their abilities to learn and apply what is learned and to cope adequately with their families, jobs, and communities.

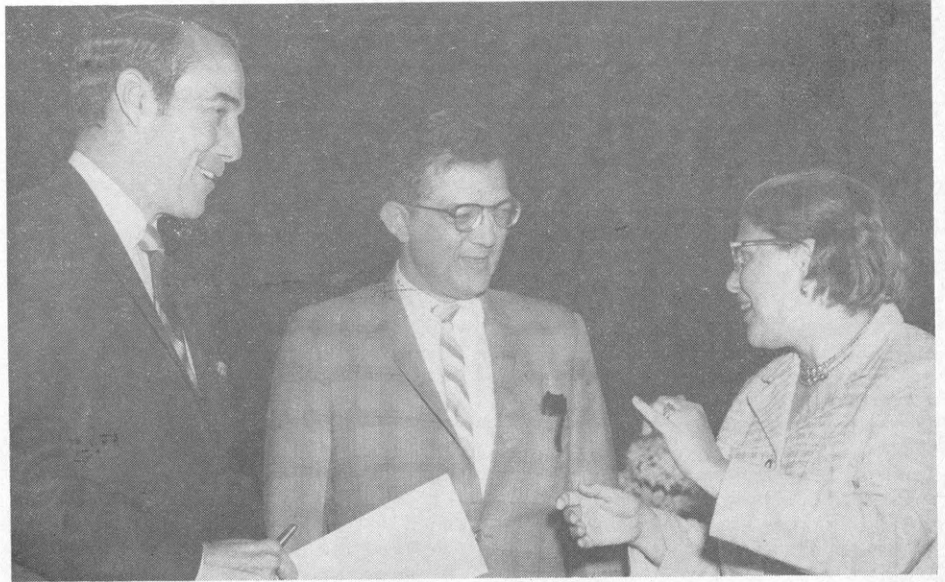
Then there are those who are afflicted with combination or multiple handicaps.

Not Just the Handicap

For our Nation's 42 million handicapped persons and their families, yesterday, today, and tomorrow are not filled with "everyday" kinds of problems which can be solved or soothed by "everyday" kinds of answers. Their daily challenge is: Accepting and working with a disability so that the handicapped person can become as active and useful, as independent, secure, and dignified as his ability will allow.

Too many handicapped persons lead lives of loneliness and despair; too many feel and too many are cut off from our work-oriented society; too many cannot fill empty hours in a satisfying, constructive manner. The leisure most of us crave can and has become a curse to many of our Nation's handicapped.

Often when a handicapped person is able to work full or part time, there are few jobs or inadequate training programs in his locale. Although progress is being made, many employers are hesitant to hire a handicapped person, ignoring statistics that show he is



SUPPORTS PROGRAMS FOR HANDICAPPED—Senator Bob Dole of Kansas (left), whose maiden speech in the Senate is printed herewith, gave a luncheon for officials for organizations of the handicapped on April 14. Here he is shown with NAD Executive Secretary Frederick C. Schreiber and Mrs. Carrell Parker, of the NAD Home Office, who served as interpreter for Mr. Schreiber.

often a better and more dependable worker.

The result is that abilities of a person are overlooked because of disabilities which may bear little or no true relation to the job at hand. The result to the taxpayer may be to support one more person at a cost of as much as \$3,500 per person a year. To the handicapped person himself, it means more dependency.

Statistics

Consider these statistics: Only one-third of America's blind and less than half of the paraplegics of working age are employed, while only a handful of about 200,000 persons with cerebral palsy who are of working age are employed.

Beyond this, far too many handicapped persons and their families bear serious economic problems—despite token Government pensions and income tax deductions for a few, and other financial aids. I recall a portion of a letter received recently from the mother of a cerebral palsy child in a Midwestern urban area:

There are the never-ending surgeries, braces, orthopedic shoes, wheelchairs, walkers, standing tables, bath tables and so on . . . we parents follow up on every hopeful lead in clinics and with specialists; we go up and down paths blindly and always expensively . . . I have talked with four major insurance companies who do not insure or infrequently insure CP children . . . although our daughter is included in her father's group hospitalization plan, many families are not as fortunate. These are just a few of the problems, compounded by the fact we must try to adequately meet the needs of our other "normal" children. In many cases, some kind of financial assistance would enable us and others like us to provide for our children in our homes, avoiding overcrowding of already overcrowded facilities and further adding to the taxpayer's burden costs for complete care.

There are other problems—availability and access of health care personnel and facilities at the time and place the individual with handicaps needs them. In my own largely rural State of Kansas, many handicapped persons travel 300 miles or more to receive the basic health services they require.

Education presents difficulties for many parents of handicapped children. Although a child may be educable, there may be few, if any, opportunities in the community for him to receive an education. Private tutoring, if available, is often too expensive. Sadly, to date, the Council for Exceptional Children estimates less than one-third of the Nation's children requiring special education are receiving it.

In rehabilitation, the Department of Health, Education, and Welfare said recently 25 percent of America's disabled have not received rehabilitation services and do not know where to seek such help. They estimate that at least 5 million disabled persons may be eligible for assistance.

Other problems the handicapped person faces each day include availability and access of recreation and transportation facilities, architectural barriers in residences and other buildings, and many, many more.

Still a Promising Outlook

We in America are still far from the halfway point of assuring that every handicapped person can become as active and useful as his capacities will allow. The outlook for the handicapped person in 1969, however, is not altogether bleak. Unparalleled achievements in medicine, science, education, technology as well as in public attitudes have cemented a framework in which the handicapped person today has more opportunities available to him than ever before. Consider first what government is doing.

The Government Story

The story of what the Federal Government, hand in hand with State governments, is doing to help meet the needs of the handicapped is not one that draws the biggest and boldest headlines. Broadly, the story is a "good" one, consisting of achievements in financial assistance, rehabilitation, research, education, and training of the handicapped—a massive effort to help many disabled Americans live as normal, as full and rich lives as possible.

It is, in part, the story of a man who, at age 21, became a paraplegic after sustaining injuries to his spinal cord and head in an accident while on the job.

In 1968, he joined over 2,300,000 other disabled men and women who have been restored to more productive, useful lives since the State-Federal vocational rehabilitation program began 48 years ago.

In 1964, the young man—a high school dropout with a wife and child—was referred to his State's division of vocational rehabilitation where a thorough program of total rehabilitation began. In addition, he was enrolled in a training school and was graduated as a fully licensed agent.

Today—4 years later—he has his own successful insurance business. He and his wife have built a new home and adopted a baby.

It is a measure of America's concern for its handicapped citizens that even 50 years ago, this story could not have been told.

It takes place now because the Congress and the Federal Government initiated and guided a vital, vigorous program of vocational rehabilitation.

Mr. President, vocational rehabilitation is one of many ways the Federal Government works to aid the handicapped. But none of the Federal programs, necessarily, reaches or helps every handicapped person.

Nevertheless, the role of the Government has been basically successful in terms of numbers assisted, basic research performed, and the movement of increasingly large numbers of persons into more productive, satisfying channels. It demonstrates what

Congress and Federal and State governments are going to help America's handicapped better participate and achieve.

Mr. President, at this point, I ask unanimous consent to have printed in the Record, at the close of my remarks, a brief summary of Federal programs for the handicapped.

The PRESIDING OFFICER. Without objection, it is so ordered.
(See exhibit 1.)

The Private Sector

Mr. DOLE. Mr. President, it is in the American tradition and spirit that parallel to Government effort there has developed the vital and growing effort for the handicapped by individuals, business and industry, churches and private, voluntary organizations. It is a herculean task to properly assess the many, far-reaching effects of the private sector—in health care, education, employment; in research, rehabilitation, by fundraising drives and through professional organizations and groups for the handicapped themselves. But it is here in the private sector—with its emphasis on the creativity, concern, and energies of our people—that America has become the envy of the world. Our private economy and the resources of our people have combined to improve the quality of life in America in ways and for persons the Government could not begin to match or reach.

For the handicapped, their achievements have been no less. I shall not today, detail or single out the achievements of the voluntary groups and private enterprise involved in aiding the handicapped. But let the record show that without the sincerity, scope, and success of their efforts—in public information, employment and training, in upgrading health care and education personnel and facilities, in fundraising and in supporting research to conquer or at least minimize the effects of handicapping conditions—the prospects for the handicapped individuals would not be as hopeful as they are today.

Where Do We Go from Here?

Mr. President, as new public and private programs are developed, as old ones are strengthened and some, perhaps eliminated, as we in Congress allocate comparatively limited funds to help the handicapped, the responsibilities and opportunities loom large before us.

We must insure our efforts and money are not misplaced or misdirected—that they do not just promise, but really do the job.

Are we all doing our best to see that all the knowledge, information, money and other help is consolidated and available to the handicapped person in the form he can use and at the time and place he most needs it?

Is there sufficient coordination and planning between and among the private groups and the Government agencies to avoid multiplicity and duplication so that we best serve America's handicapped?

Are we sometimes engaged in a numbers race—attending to cases that respond more quickly in order to show results to donors, members and taxpayers, thus sacrificing some attention which should be focused on the really tough problems?

Many handicapped persons of our Nation are no longer helpless or hopeless because of private and public efforts which have helped them to better help and be themselves.

But the fact remains that some of our Nation's handicapped and their families are attacking the very programs and projects created to help them.

Some are disillusioned and disaffected by the programs.

Too often, the information, the services, the human help and encouragement are not reaching the person for whom they were intended and at the time and place he needs them.

Some sincerely believe there may be better ways we can demonstrate our concern and thereby better achieve for the person with handicaps the independence, security and dignity to which he is entitled.

I am reminded of a statement given recently by the 1968 president of the National Rehabilitation Association:

It is the person, not the program that is of overwhelming importance. It is not the disability that claims our attention, it is the person with handicaps. It is not the maintenance of prestige of a particular profession that matters. It is the contribution of the profession to solving the complex problems of the individual who has handicaps.

When more of this emphasis on the individual better influences the agencies and professions dealing with the handicaps, I believe we can begin to open new, more meaningful vistas for more persons with handicaps.

We have been involved in efforts which

have been creditable to date. Of this, there is no doubt.

But are we doing our best?

A highly respected official of the U.S. Department of Health, Education and Welfare summed up the problem this way:

I do not feel we are spending our dollars—public or voluntary—as effectively as we could. We need to take a whole new look at what is going on, where the service is given. We need to try to design new methods and clearer purposes for our efforts. We need to relate our efforts more closely to the needs of a community, to the needs of its individuals. And we need to try to measure, as concretely and specifically as possible what is actually achieved by our expenditures.

Our handicapped citizens are one of our Nation's greatest unmet responsibilities and untapped resources. We must do better.

Presidential Task Force

With this in mind, I suggest the creation of a Presidential task force or commission to review what the public and private sectors are doing and to recommend how we can do better.

Composed of representatives of the public and private sectors, this task force or commission could provide an overview of how to provide the handicapped more help and hope.

Such a task force or commission could provide valuable assistance to Congress and the administration as we develop programs and allocate comparatively limited funds for the handicapped.

It could also help private organizations and voluntary groups conduct their efforts more efficiently and effectively.

The goal of a task force or commission, to achieve maximum independence, security and dignity for the individual with handicaps, should encompass the total needs of the handicapped, not just employment or education or any other single factor.

Rather the task force or commission should concern itself with the whole broad spectrum of needs and services, because as I have pointed out the problems of the handicapped do not begin and end with the handicap itself.

Although there are hundreds of areas a task force or commission could review, I am hopeful, if created, it would include the following subjects:

First. Expansion of employment, transportation and recreation opportunities for the handicapped.

Second. A directory or central clearing-house to help inform the handicapped person and his family of available public and private assistance.

There are many helpful handbooks and information sources available. But most are not comprehensive and are more accessible to professionals in the field than to the handicapped who really need the guidance and information.

Third. Removal of architectural barriers. Many persons cannot secure employment or fill their leisure hours because their disabilities bar use of the facilities. It is just as easy to build and equip buildings so that the handicapped and unhandicapped can use them. The Federal Government is doing this now for federally financed structures.

Fourth. More development of health care on a regional or community basis.

This is a tough, but priority matter and one which cannot be accomplished quickly or inexpensively. But we must begin to move toward more adequate health care facilities and personnel which serve each person at the time and place he needs them.

Fifth. Better serving the special educational needs of the handicapped.

Both the person and the Nation suffer when any educable child—handicapped or unhandicapped—does not receive an education.

Sixth. Income tax deductions and/or other financial assistance to extend relief to more handicapped persons and their families.

Seventh. More attention on the family of the handicapped person.

These are the people who often need a degree of encouragement, counseling and "rehabilitation" themselves. Are there services we should provide to family members whose own lives and resources are deeply affected by the presence of a handicapped person?

Eighth. Increased dialog and coordination between private and voluntary groups and Government agencies to avoid multiplicity and duplication.

What is at stake is not the agency, group or program. What is at stake is the future of the handicapped person with his own abilities and potentialities.

Conclusion

This, then, Mr. President, is the sum and substance of my first speech in the Senate.

I know of no more important subject matter, not solely because of my personal interest, but because in our great country some 42 million Americans suffer from a physical, mental, or emotional handicap. Progress has been and will continue to be made by Federal and State governments, by private agencies, and individual Americans; but nonetheless there is still much to be done, if the handicapped American: young, old, black, white, rich, or poor is to share in the joys experienced by others. The task ahead is monumental, but I am confident that there are forces in America ready and willing to meet the challenge—including, of course, many of my distinguished colleagues who by their acts and deeds have demonstrated their great interest.

Exhibit 1

Federal Programs for the Handicapped Disabled Veterans

The program or services for disabled veterans as we know it today began with enactment of the Soldier Rehabilitation Act, which was passed unanimously by Congress June 27, 1918 (P.L. 178, 65th Congress). Under this law, the Federal Board for Vocational Education, created by legislation the year before, was authorized to organize and offer vocational rehabilitation programs for disabled veterans.

The program was finally closed out July 2, 1928. In the program's 10-year existence, about 675,000 veterans applied for training. About 330,000 completed their courses satisfactorily and were considered rehabilitated, and about 98 per cent of them were employed at the time their training was completed or terminated.

Soon after the U.S. entered World War II, planning began for vocational rehabilitation programs for disabled servicemen returning from that war.

On March 13, 1943, after much discussion over whether the veterans program should be allied with the civilian vocational rehabilitation program, the House passed a bill authorizing a separate veterans' program. It was signed into law 11 days later as P.L. 16, 78th Congress, and covered veterans who served in the armed services between Pearl Harbor Day, December 7, 1941, and the declared end of the war. This legislation set into motion an effort which, before termination, benefited several hundred thousand disabled veterans.

When the U.S. entered the Korean conflict, the Congress enacted legislation to insure that the men who fought there could receive the same services as World War II veterans. By 1955, about 36,000 Korean veterans had received vocational rehabilitation training for service-connected disabilities.

Later legislation made it possible for veterans disabled after the conclusion of the Korean conflict to receive rehabilitation and other services of the Veterans' Administration. This includes peace-time veterans and the veterans of the Vietnam war. In 1968 alone, 5,192 veterans participated in vocational rehabilitation training, bringing the total number since the program began to 721,000.

Disabled veterans who need prosthetic and sensory aids can obtain them from the Veterans Administration. In 1968 prosthetic appliances and services were furnished to about 465,000 disabled veterans, including 5,400 Vietnam veterans. Approximately \$10.2 million was spent in 1968 for the procurement and repair of prosthetic and other related appliances.

Last year, too, requests for grants were approved to help pay for special automobiles for 2,850 veterans because of loss of hands or feet or severe eye impairment. Expenditures for this benefit in 1968 totalled almost \$3.5 million, bringing the total cost to \$83.6 million since this program was enacted in 1946.

Another special benefit for disabled veterans is the grant program for acquiring specially-adapted housing for those who need braces, crutches, canes, or wheelchairs. Grants totaling \$4.4 million were made to 460 veterans in 1968. Since the program began in 1948, 9,705 grants at a cost of \$91.7 million have been awarded.

With the creation of a new Department of Medicine and Surgery December 31, 1945, the Veterans Administration set in motion a new pattern of care and rehabilitation service for sick, injured and disabled veterans entering VA hospitals. A special rehabilitation service was developed; selected hospitals were specially staffed and equipped for certain disabilities such as spinal cord injury, blindness, epilepsy, amputation and other conditions.

Programs for Disabled Civilians

A rehabilitation program for disabled civil-

ians was not enacted simultaneously with the veterans' program because of opposition that it was not practicable and also not the responsibility of the Federal Government.

Two years later—June 2, 1920—President Wilson signed into law the Civilian Vocational Rehabilitation Act (P.L. 236, 66th Congress). The bill, known as the Smith-Fess Act, is one of the oldest grant-in-aid programs for providing services for individuals. At that time, services, under the act, were confined to counseling, job training, artificial limbs and other prosthetic appliances, and job placement. It provided for an appropriation of \$750,000 for fiscal year 1921 and \$1 million for fiscal years 1922 to 1924 and for payments to States cooperating in vocational rehabilitation of persons disabled in industry. Federal funds were to be matched by the States and were not to be used for institutions for handicapped persons except when individuals entitled to benefits of the act, required special training.

In its first year, the vocational rehabilitation program helped rehabilitate 523 disabled persons. Authorization for the program was renewed by Congress several times until 1935, when the Social Security Act included permanent authorization. This action demonstrated the consensus of congressional thought that vocational rehabilitation should be a permanent program in the United States. Continuing to grow, the program rehabilitated 11,890 persons in 1940.

The entry of the United States into World War II caused a manpower shortage which gave disabled persons who had been rehabilitated an opportunity to show the nation that the disabled could be productive capable workers. Many employers began calling for more rehabilitated workers than the vocational rehabilitation program, despite its success, was prepared to provide. For more than 20 years since its enactment, the program had been limited in scope and uncertainly financed. Some States had excellent programs, but many did not. Development on a national scale had been uneven.

Legislation in 1943 helped solve some of these problems, and other legislation in later years helped to shape it into the more meaningful and effective program it is today.

In 1943 after an attempt to combine the Veterans' and civilian vocational program was defeated, the Vocational Rehabilitation Act Amendments of 1943 (P.L. 113, 78th Congress) were signed into law. The 1943 law superseded the 1920 legislation and broadened the vocational rehabilitation program—more liberal financing, increased State services, and broadened the concept of rehabilitation.

Rehabilitation services were extended to the mentally handicapped and the mentally ill. Separate State agencies for the blind were incorporated into the Federal-State rehabilitation program. In addition, the now 50 States, and Puerto Rico were all placed on the same footing with respect to Federal grants. An improved provision of the 1943 law was coverage for specified corrective surgery or therapeutic treatment necessary to reduce or eliminate a disability. Administration of the program was transferred from the Commissioner of Education to the Federal Security agency. In 1950, 59,597 persons were rehabilitated.

There were problems, however. Partly because the financial system was becoming inadequate and because there was no provision for research, professional training, and other features, essential progress was not being made.

Legislation in 1954, supported by President Eisenhower, was an effort to remedy these problems. While retaining the basic pattern of services, the 1954 amendments (P.L. 565, 83rd Congress) made sweeping improvements. They included provisions for research, demonstration, and training activities. The Federal share was increased on a formula basis, to give greater support to States with relatively large populations and relatively small per capita income. It initiated a new system of project grants for improvement and extension of services. For the first time, the use of Federal grants to expand, modernize and equip rehabilitation facilities and workshops was also authorized.

In 1954, Congress also amended the Hill-Burton hospital survey and construction act to provide Federal grants to help construct rehabilitation facilities.

While in 1960, 88,275 persons were rehabilitated under the vocational rehabilitation program, by 1965 it had mushroomed to over 135,000 persons.

The 1965 amendments to the vocational rehabilitation act (P.L. 89-333) were designed to bring the public and voluntary agencies into a closer working alliance. It expanded and enlarged the program by broadening its legal and financial base. Services to the se-

verely disabled, the mentally retarded, the deaf, and other handicapped individuals were increased. A national commission on architectural barriers to rehabilitation of the handicapped was established. Federal financial support was extended to local areas for funding more vocational rehabilitation programs. In a drive to build more rehabilitation facilities and workshops, funds were authorized for a comprehensive program to improve the workshops and to construct more vocationally-oriented rehabilitation facilities. Grants to States to conduct comprehensive State-wide planning by agencies designated by the Governors were also provided.

In 1967 Congress took further steps to improve rehabilitation programs for the Nation's disabled. The 1967 amendments (P.L. 90-99) extended and expanded grant authorizations to States for rehabilitation services. Provisions were made to establish a national center for deaf-blind youth and adults and to extend services to disabled migrants, and their families. In addition, the 1967 amendments required State agencies to provide services to the handicapped without regard to their residence locations.

Finally, just this past year, Congress passed another bill amending the vocational rehabilitation program. The bill increased the Federal share for basic support of State programs from 75 to 80 percent, beginning in fiscal 1970, and established a minimum allotment of \$1 million for each State to increase efficiency, expand services, and reach more clients. The 1968 amendments (P.L. 90-391) also extended programs of grants for innovation, for special projects and for rehabilitation facilities construction and staffing.

The bill established a new vocational evaluation and work adjustment program to serve those who are disadvantaged by such reasons as physical or mental disability, youth, advanced age, low educational attainment, ethnic or cultural factors, or prison or delinquency records, especially in association with poverty.

Evaluation may include preliminary diagnostic studies to determine whether the individual is disadvantaged, has or will have an employment handicap, and needs rehabilitation services. Work adjustment services include appraisal of the individual's pattern of work behavior and development of work habits, work tolerance, and social and behavior patterns suitable for successful job performance.

Establishment of the social and rehabilitation service in 1967 also brought about an expansion of the Federal Vocational Rehabilitation Agency, and its transfer to the Division of Mental Retardation, under the newly-named Rehabilitation Services Administration. In 1961, President Kennedy appointed the President's Panel on Mental Retardation and gave them a mandate to recommend a national plan to combat mental retardation.

The Maternal and Child Health and Mental Retardation Planning Amendments of 1963 (P.L. 88-156) carried out several recommendations of the panel. This act provided funds to assist the States in planning comprehensive State and community programs for the mentally retarded. The Social Security Amendments of 1965 (P.L. 89-97) extended comprehensive planning grants to the States, enabling implementation of their comprehensive plans to combat mental retardation.

The Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963 (P.L. 88-164) authorized grants to States to construct facilities to serve the mentally retarded. It also provided grants to assist in construction of university affiliated facilities to provide an interdisciplinary approach for clinical training of specialized personnel and for demonstration of new service techniques.

The Mental Retardation Amendment of 1967 (P.L. 90-170) extended these two programs and established a new grant program to pay part of the compensation of professional and technical personnel in community facilities for the retarded, for initial operation of new facilities, or of new services in a facility. Projects have been approved for construction of 242 community facilities to serve over 63,000 retardates.

In 1963, Congress authorized the hospital improvement program to support projects to improve services in State mental retardation institutions. This program is assisting about 100 of the 169 existing facilities.

The Vocational Rehabilitation Amendments of 1968 (P.L. 90-391) authorized projects for rehabilitation of mentally retarded persons not eligible for vocational rehabilitation due to age, severity of handicap, or other reasons. The first appropriation for this program is being requested for 1970.

Today, there are 90 rehabilitation agencies

with 800 offices operating nationwide and in four territories. They serve nearly 700,000 handicapped persons each year at a State-Federal cost of over a half-billion dollars.

Programs for the Blind

One of the first pieces of legislation providing Federal aid for handicapped persons was approved March 3, 1879, under the title "An Act To Promote the Education of the Blind." This law set up a perpetual trust fund of United States Bonds, the income from which, in the amount of \$10,000 a year, would go to the American Printing House For the Blind in Louisville, Kentucky, so that books and other materials could be distributed among the schools for the blind throughout the country. Subsequent amendments gradually increased the authorization for this program. In 1956, it was \$410,000 a year. Then in 1961, Congress removed the ceiling from the annual appropriation and made it an amount to be determined by Congress. In fiscal year 1968, the printing house served some 19,000 blind children with books and other teaching materials at a cost of \$1.5 million.

The printing house was originally designed to serve blind children. In 1931, Congress enacted the so-called Pratt-Smoot Act (P.L. 787, 71st Congress) to "Provide Books for the Use of the Adult Blind Residents of the United States." This legislation formed the basis for the Federally-supported library service to the blind vested in the division for the blind and physically handicapped in the Library of Congress.

In 1933, an amendment to the act made available for distribution talking books, or phonograph records, in addition to the Braille books already used.

As commercial firms became interested in producing talking book records, a 1939 amendment gave preference to "nonprofit-making institutions or agencies whose activities are primarily concerned with the blind." A 1942 amendment provided maintenance and replacement of talking book machines as well as the talking books.

Then in 1952 Congress enacted an amendment removing the word "adult" from the act, clearing the way for blind children to also benefit from the program. In 1966, another amendment extended the program to include other physically handicapped persons. In 1968, 140,000 handicapped readers received catalogs from which to select reading matter and circulation of the containers, and reels, and volumes, was over 5,265,000. The expenditure for the program in 1968 was \$5.6 million.

One aspect of the vocational rehabilitation program is the emphasis given to adjustment, training, and placement of blind persons in competitive employment. Attention was first focused on this severely disabled group as a result of the passage of P. L. 113 in 1943.

The amendments to the vocational rehabilitation act in 1954 made a limited amount of training and research money available, so employment opportunities for blind workers have been greatly expanded. In 1968, 6,800 blind and 12,000 visually-limited persons were placed in a variety of occupations. In addition, special workshops for the blind now employ approximately 5,000.

Another phase of employment for the blind was made available through the provisions of the Randolph-Sheppard Act (P. L. 732) in 1936 which gave preference for operation of snack bars, vending stands, and other facilities of Federal properties to qualified blind persons. Installation of facilities, training, and supervision of blind operators are responsibilities of the State licensing agencies. In 1968, 3,259 blind persons earned \$16.6 million, an average of \$5,580 per operator.

Education of the Handicapped

In 1864 President Abraham Lincoln signed into law a bill establishing a national college for the deaf later to be known as Gallaudet College, and in 1879, Congress enacted legislation giving federal financial aid to the American Printing House for the Blind. Unfortunately, these two programs were the extent of Federal aid for education of handicapped children for the next three quarters of a Century.

In 1954 Congress enacted the cooperative Research Act (P. L. 83-531) for research grants in education. In 1957, \$675,000 of the \$1 million appropriated under the Act was earmarked to be spent on research on education of the mentally retarded.

In 1958 Congress passed the captioned films for the Deaf Program (P. L. 85-905). Originally aimed at cultural enrichment and recreation, amendments in 1962 and 1965 broadened the program into a flexible, comprehensive instructional program for the deaf, including teacher training. 1967 legislation extended the program to include all handicapped children requiring special education.

Legislation in 1958 (P.L. 85-926) authorized grants to educational institutions to help train professional personnel to train teachers of mentally retarded children. In 1961, Congress enacted legislation authorizing support for training classroom teachers of the deaf (P.L. 87-276).

In 1963, these programs for training personnel to work with handicapped children were expanded to include teachers of children who are "hard of hearing, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired," as well as mentally retarded and deaf. The same legislation (P.L. 88-164) authorized grants for research and demonstration projects in education of handicapped children. A 1965 amendment of this program authorized construction, equipping, and operation of facilities for research and related purposes.

The year 1965 saw enactment of a great body of legislation to aid in the education of handicapped youngsters. The Elementary and Secondary Education Act (P.L. 89-10) provided programs through local education agencies to reach handicapped children in low income areas. It also provided support for supplemental services including special instruction for the handicapped and for innovative programs. A 1965 amendment to this act (P.L. 89-313) provided grants to State agencies directly responsible for educating handicapped children. This brought assistance to State-operated or State-supported schools for the deaf, retarded, etc., not eligible under the original act.

Also in 1965 Congress enacted the National Technical Institute for the Deaf Act (P.L. 89-36) authorizing establishment and operation of a postsecondary technical training facility for young adults who are deaf. This institute, which is being established at the Rochester Institute of Technology, Rochester, New York, complements Gallaudet College, which provides a liberal arts program.

1966 saw more legislation for education of the handicapped. There was the Model Secondary School for the Deaf Act (P.L. 89-694) which created a model high school as part of Gallaudet College to serve deaf children of the Washington, D.C. area. Planned to offer a full curriculum and the normal extracurricular activities of high schools, this model high school for deaf children may lead to formation of other similar schools throughout the country.

Also in 1966, Congress passed further amendments (P.L. 89-750) to the Elementary and Secondary Education Act, which authorized funds to assist the States in improvement of programs and projects for the education of handicapped children at preschool, elementary, and secondary levels. The 1966 amendment also required establishment of a National Advisory Committee on Handicapped Children to make recommendations concerning programs carried on for handicapped children by the Office of Education.

In addition, the Congress undertook a bold precedent, establishing the Bureau of Education for the Handicapped to administer all Office of Education programs for the handicapped. The Bureau of Education for the Handicapped has made major strides in stimulating a local, State and Federal partnership for improvement of education for handicapped children.

The 1967 amendments to the Elementary and Secondary Education Act further broadened and extended the program of services to the handicapped. Regional resource centers were authorized to determine special education needs of handicapped children referred to them, develop educational programs to meet these needs, and assist schools in providing such programs. The 1967 legislation also authorized establishment and operation of centers for deaf-blind children, programs designed to improve recruiting of educational personnel and to improve dissemination of information on educational opportunities for the handicapped.

The 1967 Mental Retardation amendments (P.L. 90-170) provided support for training professional personnel and for research and demonstration activities in physical education and recreation for mentally retarded and other handicapped children.

The most recent piece of legislation for education of handicapped children was enacted in the Handicapped Children's Early Education Assistance Act of 1968 (P.L. 90-538). It authorizes grants to public and private agencies and organizations for establishment of experimental preschool and early education programs which show promise of developing comprehensive and innovative approaches for meeting special problems of handicapped children. This legislation recognizes that the most rapid learning period comes in the years before school traditionally

begins. The programs engendered by this legislation should do much to identify handicapped children early and to help give them a better start toward full, productive lives.

Employment of the Handicapped

Once a handicapped person is rehabilitated and able to support himself, he often encounters tremendous difficulties in securing meaningful employment. A case is not considered closed, in the vocational rehabilitation program, until the disabled person is on the job, and has satisfactorily adjusted in the eyes of both the disabled person and his employer.

For many reasons, employers are reluctant to hire the handicapped. The Federal Government is trying to change this attitude among employers and the public and has met with some success.

In addition to the placement program of the vocational rehabilitation program, the Bureau of Employment Security, through State and local employment services, provides direct employment counseling and assistance to physically and mentally handicapped persons seeking work. Public information and educational activities directed toward employers and labor organizations are part of the effort made under these programs. Selective placement techniques are also used to help match the physical demands of a job to the physical capacities of a worker.

The President's Committee on Employment of the Handicapped, a voluntary group of about 600 men and women, has made great accomplishments in the past 20 years to promote greater employment opportunity for qualified handicapped men and women. Operating within the Department of Labor and within a budget that until last year had a ceiling of only half million dollars, the Committee maintains working relationships with the 53 cooperating governor's committees, and with the various Federal Departments, Agencies, and Commissions. The Committee works to help assure that the handicapped are considered for their abilities, and to help facilitate development of maximum employment opportunities for them. The peak of its activity, although it goes full steam throughout each year, is in the first full week of October, National Employ the Physically Handicapped Week.

The Department of Labor is also involved in training the handicapped. Enactment of the Manpower Development and Training Act in 1962 widened the opportunity for the Department to develop meaningful training programs for handicapped workers. It was estimated that by the summer of 1966, well over 25,000 handicapped persons had received training under MDTA and over 20,000 of those had already obtained jobs.

Housing for the Handicapped

The Federal Government is involved in several programs concerned with housing for the handicapped or disabled. The Housing Assistance Administration of the Department of Housing and Urban Development provides loans and contributions to local housing authorities which, in turn, provide decent, safe, and sanitary housing for low-income families at rent they can afford. Handicapped persons of limited income are among those eligible for benefits under this program, established by the U.S. Housing Act of 1937 (P.L. 75-412).

The Housing Assistance Administration also provides low-interest, long-term loans to private nonprofit corporations, consumer cooperatives, and public agencies for new and renovated rental housing, dining facilities, community rooms, and workshops for the elderly and the handicapped whose incomes are above the levels set for admission to public housing projects, but below that needed to pay rents for available private housing. This program was enacted by the Housing Act of 1959 (P.L. 86-372).

The Housing Act of 1961 (P.L. 87-70) established a grant program for public and private groups to develop new or improved means of providing housing for low-income persons, the physically handicapped, and families. Demonstration of means to provide housing is specifically authorized by this legislation.

The Housing and Urban Development Act of 1965 (P.L. 89-117) authorized rent supplement payments to help assure privately-owned housing is available to low-income individuals or families of low income. The handicapped are among those eligible for this program if their income does not exceed the maximum amount established in the area for occupancy of federally-aided, low-rent public housing.

Architectural Barriers

Related to housing, Congress in 1968, passed legislation to insure that certain buildings financed with Federal funds are designed and constructed as to be accessible to the physically handicapped (P.L. 90-480). This

legislation applies to any public buildings constructed in whole or part with Federal funds. The only exceptions are privately-owned residences and buildings or facilities on military installations intended primarily for use by able-bodied military personnel.

This legislation was passed after recommendations were made by the National Commission of Architectural Barriers to Rehabilitation of the Handicapped, authorized by the Vocational Rehabilitation Amendments of 1965 and appointed by the President in 1966.

The legislation should spur States and local governments to enact legislation and regulations so that all public buildings, not only those built with Federal funds, will be so constructed that the disabled will be able to fully utilize them. Some 45 States have laws or resolutions already, but many of them are not strong enough to have much effect. Only a few municipalities thus far have taken similar action.

Assistance for the Needy Blind and Totally Disabled

The Federal Government is involved in programs of support for needy blind persons and for permanently and totally disabled persons through social security legislation enacted in 1935 and 1950. Under these public assistance programs, the Government provides grants to States and the States, in turn, provide three forms of assistance: Cash payments for food, clothing, shelter, and other basic needs; medical or remedial care recognized under State law, through payments directly to hospitals, physicians, dentists, and other providers of care; and social services, such as counseling on personal problems, help in finding better housing, referral to community resources, and homemaker services.

These programs are available to needy blind persons so that they may attain or retain their self-support or self-care capability and to people over age 18 who cannot support themselves because they have a permanent and total physical or mental impairment.

In 1967 the number of persons receiving aid to the blind in the States and territories with programs in operation totaled over 82,000. Combined, total expenditure of local, State and Federal funds for this purpose was over \$86.9 million, and the average payment for all individuals participating nationwide was \$90.45 per month. Under the program for the permanently and totally disabled, there were 646,000 recipients receiving a total of \$573.5 million, averaging \$80.60 per monthly payment.

Social Security Disability Insurance

The basic social security program which provides benefits to the worker when he retires also provides cash benefits to covered disabled workers under age 65 and to their dependants for as long as the worker is unable to engage in "substantial gainful activity." In 1967, over two million disabled workers and dependents received social security cash benefits totalling over \$147.8 million. Under the 1965 social security amendments, use of trust funds was authorized to pay the cost of rehabilitation services provided by the State vocational rehabilitation agencies to certain disability insurance beneficiaries.

The "Medicare" Act passed in 1965 included a little-publicized but valuable new arrangement for restoring more disabled people: It authorized the Social Security Administration to transfer from trust funds for retirement and disability benefits certain amounts for vocational rehabilitation services, to disabled workers receiving social security benefits. A limit of one percent of the total benefits being received placed a control on how many funds could be transferred each year. These funds are used by the Federal-State Vocational Rehabilitation Program to pay for services to disabled beneficiaries, most of whom can be restored to activity and work, thereby resuming their payments into the trust funds. For this year, \$18,077,000 was transferred for this work.

Summary

The above Federal programs have been described briefly and quite possibly some programs may have been unintentionally overlooked in our research.

At any rate, the summary may be of assistance to those interested in the problems and programs concerning handicapped Americans.

Mr. PEARSON. Mr. President, I should like to express great pride in, and ask to be associated with this most excellent statement just made by my distinguished colleague. He speaks of a problem which, in his own words, affects every person in our society and every fiber of our Nation.

Here is, then, a definition coupled with a

solution and, treated with sympathy and yet with reason, an approach, I am sure, that will yield to progress.

I think that one point he so clearly set forth is the challenge. That is when he asked all of us:

Are we doing our best to see that all the knowledge, the information, and money, and other help is consolidated and available to the handicapped person in the form he can best use and in the time and place he needs it most?

I think he answered that question by saying a little later on that we must do better. He makes a proposal which is specific in its recommendations, and is an enormous contribution, I think, to a very great problem.

I look forward to the other proposal that he shall be making in the days ahead in regard to what is, really, one of the great problems facing this country in the last third of the 20th century.

I congratulate my distinguished colleague. I am very much pleased to be here today when he makes his first speech in the Senate.

Mr. COTTON. Mr. President, will the Senator from Kansas yield?

Mr. DOLE. I yield.

Mr. COTTON. Mr. President, I should like to join my friend, the other distinguished Senator from Kansas (Mr. Pearson), in commending the distinguished Senator from Kansas (Mr. Dole) for his contribution this afternoon.

I served in this body many years. I do not know that I have ever heard a new Senator make a greater contribution in what he characterizes as his first speech in this body.

He talked on a subject which is close to the hearts of all Americans. This country has grown so fast, with over 200 million people in it, with a huge Government requiring complicated machinery, that it is a supertask for us to try to see that some of the less fortunate people in this country are not ground under the wheels of the massive instrument that we have played our part in creating.

I predict for the distinguished Senator from Kansas a long and distinguished career. I venture to say that although his contributions, I am sure, will be great, he can always remember with pride the fact that his first contribution was on a subject which is so important to all Americans.

As a Member of the Senate, I join in congratulating the distinguished Senator from Kansas on the masterly speech he has just delivered.

Mr. MATHIAS. Mr. President, will the Senator from Kansas yield?

Mr. DOLE. I yield.

Mr. MATHIAS. Mr. President, I should like to join the senior Senator from Kansas (Mr. Pearson) and the Senator from New Hampshire (Mr. Cotton) in commenting on the speech which the junior Senator from Kansas (Mr. Dole) has just completed—a speech which addresses itself to a problem which is becoming increasingly felt as one of the serious problems in America today. The subject has a humanitarian impact because it deals with the problems of the individual, but it also has a social and economic impact because it affects the way in which we, as a nation, deal with problems that touch the lives of so many of our citizens.

The Senator has treated the subject in great depth, with thoroughness, and with understanding. I can only say that this is typical of him. He and I entered the other body on the same day. I have known him very well in the intervening years.

The remarks of the junior Senator from Kansas today are evidence of the promise of the enormously valuable service which he will render in this body as the years pass by.

I wish to express my appreciation to him for his valuable contribution.

Mr. DOLE. Mr. President, I thank my distinguished colleagues for their patience and their kind remarks.

Mr. HRUSKA. Mr. President, the junior Senator from Kansas is to be commended for his statement today on problems faced by the handicapped. This statement, in many ways, typifies the man who made it. It is well prepared, thoughtful, and above all, it is a warm and human examination of the problem.

The Senator from Kansas, during his four terms in the House of Representatives, established himself as a man who truly cares about people and does his best to aid them. His emphasis is not on statistics, but on the people involved. This is as it must be. The dollars spent, the programs generated, mean nothing unless they benefit those in need.

The problem of aiding the physically, mentally, or emotionally handicapped is not one to be solved by government alone. In the end it is people who must help. People will provide jobs, training, and dignity. A partnership of government, local and national, and the private sector of our economy is the wise way of approaching the question of assistance to the handicapped. It is the way highlighted by the able Senator from Kansas.

There is one final point I wish to make, Mr. President. In mentioning specific uses of disability, there is one the Senator from Kansas left out—service to our Nation. A great number of our citizens have made the sacrifice of health and well-being for the cause of peace. The distinguished Senator knows well the problems of which he speaks today. He knows the vitality that remains in the human soul despite injury to the body. He has demonstrated how well a man can serve his country despite a handicap.

Mr. President, I congratulate the junior Senator from Kansas on his fine remarks to the Senate.

Mr. DOLE. I thank the Senator from Nebraska.

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CENTRAL CHURCH OF THE BRETHREN**

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Services: 11:00 a.m. every Sunday.

Prayer Meetings: As announced.

All are welcome regardless of faith.

Catholic

For information regarding Catholic services in Brooklyn and Queens area of New York City and information for the International Catholic Deaf Association, write Rev. Thomas F. Cribbin, 118 Prospect Park West, Brooklyn, New York 11215 or phone Area code 212-768-9756.

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Tel. 534-8678

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All Souls Guild meetings second Friday
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All Souls Guild socials fourth Friday
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FOR THE DEAF**

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Rev. Robert C. Fletcher preaches every second
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MAY, 1969

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Jewish Deaf**

Alexander Fleishman, President
9102 Edmonston Court, Greenbelt, Md. 20770

Ben Estrin, Secretary-Treasurer

2305 Georgian Way, Wheaton, Md. 20902

* * *

Information re: local activities, write to
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BROOKLYN H.S.D., c/o Louis Cohen
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11417

CHICAGO H.A.D., c/o Mrs. Irene Ruskin
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60626

CLEVELAND H.A.D., c/o Leonard Reisman
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44118

HILLEL CLUB OF GALLAUDET COLLEGE
Washington, D. C. 20002

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c/o Mrs. Elaine Fromberg
1024 N. Stanley Ave., Los Angeles, Calif.
90046

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5709 Greenspring Ave., Baltimore, Md.
21209

NEW YORK H.A.D.,
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TEMPLE BETH OR OF THE DEAF (N.Y.),
c/o Mrs. Alice Soll
195 Princeton Drive, River Edge, N.J. 07661

TEMPLE BETH SOLOMON OF THE DEAF,
c/o Mrs. Anna Verburb
1242 N. Edgement, Los Angeles, Calif.

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FOR THE DEAF**

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Minneapolis, Minnesota 55406

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(10:00 a.m. during June, July and August)

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WASHINGTON, D.C. 20011

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Daniel H. Pokorny, BD, MSW, pastor
Ph. 322-2187

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Open Wed. Night, 7:30 p.m.

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"South Florida's only deaf congregation"

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Earl J. Thaler, pastor

Rae deRose, parish worker

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Bible class every Wednesday—7:30 p.m.

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Sunday School: 9:00 a.m.

Worship Service: 10:00 a.m.

Bible Class: 11:15 a.m.

Clark R. Bailey, Pastor, 632-0845

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Church service every Sunday at 10:00 a.m.

The Rev. Norbert E. Borchardt, pastor

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Worship this Sunday at

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Los Angeles 90006

Le Roy Mason, pastor

Church service every Sunday at 11:00 a.m.
Bible class every Sunday at 10:00 a.m.

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Pilgrim Tower: Chaplain Rev. A. T. Jonas

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Need help? Phone (201) 496-2260

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2960 School Ave. at 2900 Kingsway
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Services every Sunday, 11:00 a.m. & 7:30 p.m.
Sunday School & Bible Class every Sunday
10:00 a.m.

Wayne C. Bottlinger, pastor, 433-1763

Church office: 437-3912 or 939-1400

**TRINITY LUTHERAN CHURCH
OF THE DEAF**

409 Swissvale Ave., Pittsburgh, Pa. 15221

(Across the street near Western Penna
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Bible Class, 10 a.m. — Sunday Service, 11 a.m.

Frank Wagenknecht, pastor

Other Denominations

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3520 John Street (Between Texas and
Norvella Ave.) Norfolk, Va.

Pastor, John W. Stallings, Jr.

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Worship Service, 10:30 a.m.

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Rev. James H. Bryan, pastor

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Beaumont, Texas 77704
Open 4th Saturday of each month.
Information: P.O. Box 2891

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(Opposite South Station)
Open Wednesday, Friday, Saturday eves
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Business meetings on 2nd Friday of month.
Maxine Burke, secretary

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Open Every Evening
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Open Friday and Saturday evenings

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2103 East Ste. Catherine
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Open daily till closing
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The Nation's Finest Social Club
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Free to All—All Welcome

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Charlotte Banks, secretary
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Scottsdale, Ariz. 85251

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Thurs., Fri., Sat., Sun., holidays
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